

UNIVERSITY OF EDUCATION, WINNEBA

**THE IMPACT OF NGO's ACTIVITIES IN BASIC EDUCATION DELIVERY
IN TAIN DISTRICT**



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**Project Report in the Department of Educational Leadership, Faculty of
Education and Communication Sciences, submitted to the School of Graduate
Studies, University of Education, Winneba in partial fulfilment of the
requirements for the award of Master of Arts degree in Educational Leadership.**

AUGUST, 2016

DECLARATION

STUDENT'S DECLARATION

I, EMMANUEL ADU-BAFFOE, declare that this Project Report, with the exception of quotations and references contained in published works which have been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree in the University of Education, Winneba or elsewhere.

SIGNATURE

DATE:

SUPERVISOR'S DECLARATION

I, hereby certify that the preparation and presentation of this Project Report was supervised in accordance with the guidelines for supervision of project work laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: **PROF. FRANCIS OWUSU MENSAH**

SIGNATURE

DATE:

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DEDICATION

I dedicate this academic achievement to my father whose love beautifies my world and inspires me to greater heights, Mr. Samuel Adu-Baffoe.



TABLE OF CONTENTS

DECLARATION	ii
ACKNOWLEDGEMENT	iii
DEDICATION	iv
LIST OF TABLES	viii
LIST OF ACRONYMS	ix
ABSTRACT.....	x
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	4
1.3 Purpose of the Study	6
1.4 Objectives of the Study.....	6
1.5 Research Questions.....	6
1.6 Significance of the Study	7
1.7 Scope and Delimitation of the Study	8
1.8 Ethical Issues	9
1.9 Limitations of the Study.....	10
1.10 Organization of the Study Report	10
CHAPTER TWO	12
LITERATURE REVIEW	12
2.1 Introduction.....	12
2.2 Theoretical and Conceptual Framework.....	12
2.2.1 Definition of Concepts.....	13

2.2.2	What is Basic Education?	14
2.2.3	Importance of Basic Education.....	15
2.3	Contribution of NGOs to Basic Education Delivery	18
2.3.1	Qualification of Teachers in Public and Private Schools.....	18
2.3.2	Availability of School Infrastructure in Public and Private Schools.....	20
2.3.3	Attitude of Teachers and Pupils Towards Teaching and Learning.....	23
2.3.4	Supervision of Teachers and Students in Public and Private Schools.....	24
2.3.5	Availability and Use of Teaching and Learning Materials in Public and.....	26
	Private Schools.....	26
 CHAPTER THREE		37
RESEARCH METHODOLOGY		37
3.1	Introduction.....	37
3.2	Research Design.....	37
3.3	Study Population.....	39
3.4	Sampling Procedure	39
3.5	Sources of Data	42
3.6	Data Collection Instruments	42
3.7	Procedure for Data Collection	45
3.8	Procedure for Data Analysis	45
3.9	Profile of Tain District and Action Aid Ghana.....	47
 CHAPTER FOUR.....		51
ANALYSIS AND PRESENTATION OF FINDINGS		51
4.1	Introduction.....	51
4.2	Socio-Demographic Characteristics of Respondents.....	51
4.3	Research Question 1	56

4.4	Research Question 2	62
4.5	Assessment of Significant Changes in Basic Education.....	71
4.6	Challenges Limiting the Efforts of Action-Aid Support to Basic Education ..	73
	Delivery.....	73
4.7	Research Question 3	75
CHAPTER FIVE		83
SUMMARY, CONCLUSION AND RECOMMENDATIONS		83
5.1	Introduction.....	83
5.2	Summary of Findings.....	83
5.3	Contribution of Action Aid Support Activities.....	85
5.4	Limitations of Action-Aid in their Activities towards Contributing to	85
	Basic Education in the Tain District	85
5.5	Conclusion	86
5.6	Recommendations of the Study	87
5.7	Recommendations for Future Research	89
REFERENCES		90
APPENDIX A.....		98
INTRODUCTORY LETTER.....		98
APPENDIX B.....		99
APPENDIX C: INSTITUTIONAL INTERVIEW GUIDE.....		104

LIST OF TABLES

Table 2.1: Empirical Study Review for this Research	34
Table 3.1: Sample Frame of study population.....	40
Table 4.1: Socio-Demographic Characteristics of Respondents	52
Table 4.2: Status of Respondents	56
Table 4.3: Basic education support activities of Action-Aid Ghana.....	57
Table 4.4: Contribution of Action-Aid to Improved Performances.....	63
Table 4.5: Contribution of Action-Aid Activities in Infrastructure Development....	65
Table 4.6: Contribution of Action-Aid Activities in provision of teaching and learning materials.....	66
Table 4.7: Contribution of Action-Aid Activities in Capacity building of teachers.....	68
Table 4.8: Cross Tabulation of Status of respondents and School Governance.....	70
Table 4.9: Significant Changes of Basic Education Situation.....	72
Table 4.10: Challenges that limit the efforts of Action-Aid in contributing to basic education delivery in Tain District?.....	73

LIST OF ACRONYMS/ABBREVIATIONS

AAG	Action Aid Ghana
AGE	Advocate for Gender Equality
BECE	Basic Education Certificate Examination
CLAP	Community Learning Assistance Program
CRT	Criterion Reference Test
ECD	Early Childhood Development
EFA	Education for All
GES	Ghana Education Service
GSS	Ghana Statistical Service
ILGS	Institute of Local Government Studies
JSS	Junior High School
MOE	Ministry of Education
NER	Net Enrolment Ratio
NFPE	Non-formal Primary Education
NGO	Non-Governmental Organization
PTA	Parent Teacher Association
SAP	Structural Adjustment Program
SIDSEC	Sustainable Integrated Development Services
SMC	School Management Committee
SPSS	Statistical Package for Social Sciences
STC	State Transport Company
WHO	World Health Organization
WVG	World Vision Ghana

ABSTRACT

This study was an assessment of the impact of NGOs activities in basic education delivery, using Action Aid Ghana in Tain District as a case study. The objectives of the study were to; identify the types of activities of Action-Aid Ghana that support basic education, determine the contribution of education related activities of Action-Aid to basic education, and identify challenges of Action Aid in their activities towards contributing to Basic Education in Tain District. Using a descriptive survey design, a statistically determined sample size of 114 respondents comprising actors selected through purposive sampling technique engaged in basic education delivery was used for the study. The data gathered through survey in the form of questionnaires were analysed quantitatively with the Statistical Package for the Social Sciences while the interviews conducted were analysed qualitatively through content analysis. The result showed infrastructure development, provision of teaching and learning materials, capacity development of teachers, provide learning needs to students and school community sensitization as Action Aid support activities to basic education delivery in Tain District. These activities have contributed to improved quality teaching and learning, enhanced availability of teaching and learning materials. However, the support activities were inadequate to improve students' performances in BECE, inadequate infrastructure development and school governance as well. The contributions of Action Aid had brought about significant changes in terms of enhanced skills of teachers through capacity development. Finally, the study showed poor maintenance culture, inadequate monitoring system, lack of continuity of projects, inadequacy of funding, as well as poor commitment of beneficiaries as challenges of Action Aid in their support to basic education in Tain District. In view of the findings, it was recommended that; education related interventions should have long-term vision that strategically offers sustainable activities. Also, further engagement of society for attitudinal change was underscored for significant transformation of the educational situation. The effective role and commitment of society for change was underscored.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

During the last decade NGOs have increasingly been involved in implementing development programmes. They play a vital role in service delivery and have been regarded as strategic partners of the public sector. This recognition today is grounded on the fact that they have been able to position themselves before the donor community as credible institutions that seek the interest of vulnerable people in their quest to gain voice in the social, political and economic discourse of a nation. In recent years, growing amounts of development resources have been channelled to and through NGOs in all sectors. NGOs working to alleviate poverty, improve social welfare, and develop civil society have become more dependent on international donors, leading to an explosive growth in local NGOs in many countries (Miller-Grandvaux *et. al.*, 2002).

It is no doubt that a lot is required to explain such a sudden shift of attention from the state apparatus to NGOs as the panacea for alleviating our development challenges. A myriad of justifications are abound as justifications for the shift in trust of responsibility for development in society. Among these arguments are; that most NGOs work at the community level, thus affecting social change where others cannot, NGOs can represent and catalyse civil society, an element many consider critical for sustainability and democratization, and recognition of NGOs as simply more efficient than other partners. It is worth noting that the sudden recognition of NGOs role in development could largely be attributed to the global recognition of the urgent need to eradicate poverty. This provided for the emerging activities of NGO across most parts

of the third world countries in the world of which Ghana is no exception (WHO, 2011).

In Africa for instance, the growth in the NGOs was to mitigate the social impacts of the Structural Adjustment Program (SAP) that was implemented by the government during the 1980s. It was believed that as front runners for the disadvantaged in society, they were better placed to ameliorate the social impact of SAP that was adopted by countries in Africa. The absence of a committed leadership, the vagueness of the poverty concept and its divisive nature renders it rather difficult to create sharp messages required for social movement mobilization. Given the absence of such a social movement, the role of Non-Governmental Organizations (NGOs) became vital in advocating for, participating in and promoting improved social services at the grassroots level (World Bank, 2004).

These efforts of NGOs gained recognition spanning from the 1980s because, improving public sector performance in service delivery was an absolute necessity for alleviating poverty and improving welfare in Ghana at that moment. Basic services and infrastructure in education often fail the poor because they are either unavailable, inaccessible, or of poor technical quality or dysfunctional. Poor service delivery in the education sector may result from inefficiencies or poor decision making by central government, for example a failure to spend budgets for educational infrastructure. Governments may have inadequate or poorly trained staff, particularly when budgets are tight or salaries are poor. Moreover, demand for services by poor people may be weak because of travelling distance and logistical constraints, levels of formal education and literacy and cost (Campos and Hellman, 2005; World Bank 2004).

The trend is further evident in the educational sector where most major donor agencies have increased the resources allocated through NGOs to implement their

educational programmes. More and more, donors use international and local NGOs for education service-delivery in both formal and non-formal contexts. Most countries in Africa, with donor supported programmes for the education sector, have NGOs playing significant implementing roles. Some NGOs are primarily involved in advocacy aimed at putting pressure on governments fulfil their commitment to ensuring access for all children to an education of acceptable quality. They are also involved in lobbying and advocating for educational reforms, working individually and through networks to participate in policy dialogue in many African countries. In the context of decentralization in Africa, NGOs are creating new spaces for civil society involvement in education (Mundy, 2001).

In contemporary Ghana, NGOs play prominent role in causing development especially in areas that were described inaccessible and deprived. This shows that NGOs are generally seen to be playing an increasingly important role in the development processes in Ghana especially in the three northern regions of the country. They are recognised as absolutely essential part of society and the economy. They play a crucial role in rural development by supplementing government efforts as they are close to the minds and needs of the rural people. They have their roots in the people and can respond to the needs and aspirations of the community very effectively. They do experiment new approaches to rural development. Finally, most of these NGOs are seeking redress to the persisted inequalities between the rural and urban areas of Ghana through empowerment, advocacy and provision of basic social amenities (Dhillon & Hansra, 1995).

Despite these valuable contributions and role of the NGOs, the state still has the primary responsibility to facilitate development for the people of Ghana irrespective of ethnic origin, colour, tribe among others. These responsibilities of the

state include the provision of basic education that is defined as a fundamental right in the constitution of Ghana. In view of the fact that the state is obligated to provide quality basic education to the people of Ghana, and the fact that NGOs occupy a very sensitive position that play supplementary role to the state's interventions; it is imperative that an assessment of the NGOs contribution to basic educational development in Tain District is not out of place. This study therefore fills in this gap of exploring the contributions of NGOs to basic educational development in Tain District using Action-Aid as a case in point. This study is therefore expected to provide comprehensive assessment of the Action-Aid's contributions to basic educational development in the Tain District as mean of offering tentative recommendations on the way forward for educational development in view of the activities of Action-Aid as a Non-governmental Organization that has been operating in Ghana since 1998 (Issa, 2005).

1.2 Statement of the Problem

Over the past few decades, Tain District is noted for the existence of Non-Governmental Organizations that operate within as development partners and agents. Most of these NGOs existed since the 1990s and have reported several interventions including the area of educational development. Among these NGOs is the Action-Aid Ghana that operated in the Tain District since 2005 to date (Action-Aid, 2008). It is no doubt that many of these NGOs implement activities geared towards enhancing the quality of education in the district. However, it is sad to indicate that these interventions appear either not to have had significant impact on quality education or the contributions of the NGOs are misplaced in view of the abysmal performance of school children especially at the Basic Education Certificate Examinations in the Tain

District. According to CEVS-Ghana, those pupils in the Tain District have, for seven years, been performing poorly at the Basic Education Certificate Examination (BECE). The statistics showed that in 2004 the District was 60th on the BECE league table and in 2005 and 2006 it was the 69th and 88th respectively. In 2007 and 2008 it placed 91st and 89th respectively and for 2009 and 2010 it was incredibly 98th and 103rd respectively. In the 2012/13 academic year, out of a total of 263 candidates who were presented for the BECE, only 70 candidates (27%) passed with aggregates between 7-30 in the District of only 10% of them were girls. Since Action-Aid Ghana started operating in Brong Ahafo Region, the district in 2005, it seems to be making interventions aimed at contributing to the field of basic education (Crescent Educational and Volunteer Service, 2011). However, the extent of its contributions has not been satisfactorily highlighted. One tends to wonder, what could have been the contributions of Action-Aid-Ghana in the area of basic education such that performances of pupils in Tain District over the past few years are abysmally persistently consistent?

Also, it is interesting to know that for over the period of Action-Aid's operations in Tain District, no academic research has been done to bring to light the contributions of Action Aid-Ghana to basic education. There have been most studies which skewed towards quantitative methodology (Jagannathan, 2004). This current study adopted the mixed methodology approach to investigate the issues. The persistent abysmal performances of pupils in BECE coupled with the lack of research on Action-Aid's contribution to basic education in the Tain District underscore an investigation of the nature of the educational activities of Action Aid-Ghana and its contribution towards the provision of quality basic education in the Tain District.

1.3 Purpose of the Study

The purpose of this study was to conduct an investigation into the impact of NGOs activities in basic education delivery in Tain District of Ghana. A case study of Action-Aid Ghana. The study adopted the mixed methodology approach to investigate the contributions of Action Aid Ghana in Basic Education delivery in Tain District.

1.4 Objectives of the Study

This research is aimed at assessing the contribution of activities of Action Aid Ghana (AAG) to basic education in the Tain District. The specific objectives addressed by the study are as follows.

1. To identify the types of activities of Action-Aid that support basic education in Tain District.
2. To determine the contribution of education related activities of Action-Aid to basic education in Tain District.
3. To identify the limitations of Action-Aid in their activities towards contributing to basic education in the Tain District.
4. To make recommendations on quality of education at the basic levels.

1.5 Research Questions

In order to achieve the objectives of the study, the following research questions were addressed by the study.

1. What are the types of activities of Action-Aid that supports basic education in Tain District?
2. How do the education related activities of Action-Aid contribute to basic education in Tain District?

3. What are the limitations of Action-Aid in their activities towards contributing to basic education in the Tain District?
4. What are your suggestions to enhance NGOs contribution to education at the basic level in Tain District?

1.6 Significance of the Study

It is hoped that the findings of the study would assist policy makers to appreciate the contributions of Action-Aid and to continue involving them in the development of basic education. The study would also assist Action-Aid especially the Tain District Assembly to identify and improve on areas of their intervention that need improvement. It is further hoped that the findings of the study will provide information that could lead to the avoidance of duplication of efforts and wastage on the part of local (District Assemblies) and central governments. For instance, Knowledge of areas where Action Aid is providing adequate inputs could assist the Ministry of Education and the Ghana Education Service and the District Assemblies to allocate resources and inputs to areas that are not catered for. This would enhance effective resource management within the education sector that will inform government and Non-Government Organizations and donor agencies on the services which Action-Aid provides to the basic education sector in Ghana.

Besides, the findings of the study would enable donor agencies to recognize the organization as an avenue of channelling resources. It would also assist NGOs themselves to possess a better understanding of the opportunities and constraints of working in the education sector based on the actual experience of Action-Aid in the field. Finally, developing an understanding of this evolving phenomenon will inform donors, Action-Aid and the government as they design and manage NGO-

implemented education programs. In addition, information on some of the innovative programmes of Action Aid International Ghana such as the Shepherd Schools and the Rural Education Volunteer Scheme could help the government replicate. Other countries in similar circumstances could also replicate them.

1.7 Scope and Delimitation of the Study

The substantive scope of the study covers Tain District and the Action-Aid's operational period from the year 2005-2015. However, the previous periods of operation was used to assess the current trend either as part of the background information or to contextualize the rest of the analysis. The content of the study is a reflection of the results on contribution of Action-Aid's activities to basic education in the Tain District. The types of activities of Action-Aid that are directly on education, the contributions made by the identified education support activities and challenges confronting Action-Aids efforts in impacting basic education in the district was addressed by the study. Suggestions on how to enhance NGOs contribution to basic education in the Tain District was also addressed by the study.

Action-Aid operates in over 600 communities in several regions in Ghana which include the Northern, Upper East, Upper West, Brong Ahafo, Volta, Western and Greater Accra Region. It works in several areas of development including education in these regions. However, this study concentrated on the contributions of Action-Aid in the Tain District. The district has other NGOs operating but the researcher delimited the study to Action-Aid. Again, Action-Aid supports other areas such as agriculture, health, social welfare, micro financing and education in general, but for the purpose of extensive work, only the organization's support for basic education was dealt with. Also, excluded are programmes such as Adult Literacy

Classes and support for education advocacy at district and national levels. Its other equally important development programmes in health and poverty reduction are not the concern of this study. Quality education has so many dimensions. Some of the dimensions are quality as reputation, quality as a process, quality as content, quality as output and outcomes, quality as 'value added' and quality as resources and inputs (Adams, 1993). This study was however delimited to the input dimension of educational quality. The study therefore sought to investigate Action-Aid's contribution to the input dimension of educational quality in basic schools in the Tain District.

1.8 Ethical Issues

In order to ensure and maintain objectivity, demonstrate responsibility, competence and propriety ethical issues were considered in the study. According to Sarantakos (2005), ethical consideration in social research enhances the quality of the study, since relevant research methodology is applied, accurate methods of data collection are employed and fabrication and falsification of data among others are avoided. For this and other reasons, ethical issues in social research were given prominence so far as this study is concerned. The topic and the objectives for conducting the study were explained to the respondents. The researcher also ensured that confidentiality of information and anonymity of respondents were respected and observed. The consent of respondents were obtained during data collection. In this research respondents participated voluntarily from any coercion. More so, all works cited have been duly acknowledged and referenced in text and reference list.

1.9 Limitations of the Study

The study encountered a number of constraints. Notable among these were; access to information, willingness and unwillingness for key informants to engage in discussion or interviews. It is not surprising that, although the purpose of the study was stated in the letter of introduction, some of the potential respondents were skeptical and not convinced to be part of the study. It is also important to note that literature sources avenues were very limited, those gotten through the internet were mostly restricted and not open access and is applicable to very relevant publications on the substantive issues of the study. However, efforts were made not to allow these challenges to compromise the quality of the results that were produced and ensured that the overall objectives of the study were achieved.

1.10 Organization of the Study Report

The study was organized in five chapters as spelt out below: Chapter one covered; introduction, background to the study, problem statement, and objectives of the study, research questions, significance of the study, scope and delimitation of the study, ethical issues, limitations of the study and organization of the study report. Chapter two looked mainly at the literature review on the existence and contributions of Action-Aid in support of basic education in Tain rural communities. The theoretical and empirical aspects of the literature was also reviewed. The theoretical review covered the relevant concepts, definitions and theories. The empirical review dealt with activities of Action-Aid in the three sectors of its interventions in Ghana that relates to the study. Chapter three gave a detailed overview of the research methodology. This covered the areas of the study, characteristics of respondents, research design, population, sampling, instruments and data collection procedure and

mode of data analysis. Chapter four dwell on the presentation, analysis and discussion of findings. Chapter five was made up of summary, conclusion and recommendations.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter broadly discusses the literature review of the study. The objective of this chapter is to conduct a review of relevant literature on Action-Aid's contribution to basic education in the Tain District of Ghana. The review is described as process of sourcing relevant information from existing literature, critically analyzed the data and clearly determines the appropriateness for effective analyses of them in line with the objectives of the study taking into consideration methodology and gaps to be addressed by the study (Hart, 2011). The literature review is broadly categorized into theoretical, conceptual and empirical. The theoretical and conceptual aspect address the relevant theories and definition of concepts on the theme of the study topic. Whereas the empirical aspects address the previous works and researches that have been carried out in similar topical issues of the study.

2.2 Theoretical and Conceptual Framework

This section attempts a discussion of available theoretical underpinnings on the substantive issues of the study. Relevant among these theories is the social development and education. The emergence of a sound theoretical framework for social development and education in particular provides the knowledge needed and a clear justification to address these inadequacies within the sector. This framework puts so much argument as justification for private sector involvement in social development. In the spirit of the human capital perspective, it is argued that NGOs involvement in the education development is underscored by the view that investing

into education is equally investing in human beings thereby enhancing the socio-economic development of people (Babalola *et al.*, 2006). Proponents of the human centred development approach argue that economic growth is not an end in itself, but rather must translate into positive development of the human society that registers positive trends across all the human development indicators such as literacy rates on sustainable basis (Agbesinyale & Canterbury, 2008). Also, that sustainable economic progress can only be made once most people become free and capable of interacting, and that can only come about when basic needs (including education) are met. Consequently, a rational and well-informed man (the outcome of education) will therefore determine his level of studies to maximize the difference between its costs and future benefits (Babalola *et al.*, 2006). It is on the bases of the arguments above that prioritize human being as a pivot of social development and that the quality of the human being rest on the quality of education. From this view point, this study is made relevant because of its concentration on the private sector role in contributing to social development as well as the focus of it being on human capital development. As a result findings of the study addresses the how human capital development in the Tain District would be enhanced towards developing quality human resource for national development.

2.2.1 Definition of Concepts

This section of the study addresses the definition of key concepts that are identified very relevant to the analysis of the study objectives. These concepts are defined and operationalized as below.

- 1. Rural:** In terms of Action-Aid's operations, rural areas are districts or communities which are developmentally underserved in terms of agriculture, health, economic activities, social facilities and more importantly education.
- 2. Non-Governmental Organizations (NGOs):** A group of people working together in a structured manner without much government intervention or voluntary organizations that work and very often on behalf of others (donors) and their work and activities are focused on issues concerning deprived people in society that government finds it difficult to help, such as Action Aid Ghana, Ark Foundation, Advocates for Gender Equality (AGE).
- 3. Basic Education:** A minimum period of schooling needed to ensure that children acquire basic literacy, numeracy and problem solving skills as well as skills for creativity and healthy living.

2.2.2 What is Basic Education?

Attempts have been made by several educationists to determine which levels of the educational system should constitute basic education. The current educational system, launched in 1987, defines basic education as the first nine years of formal education made up of six years of primary and a three-year junior secondary school. Basic education is further defined as, 'the minimum formal education that every Ghanaian child is entitled to as a right to equip him/her to function efficiently'. Within the larger framework, basic education is expected to provide a range of basic knowledge and skills, which would lay the foundation for further education and training. The Anfom Commission claims that the concept is dynamic in that, as our society develops what the Ghanaian child requires as basic equipment to function effectively will expand in scope, depth and sophistication. In other words, basic

education as actually provided may change over the years, but always in an upward direction as regards duration and cover more areas as regards content (Sakyi, 2012).

2.2.3 Importance of Basic Education

The attainment of high literacy and numeracy skills at the basic education level enhances the individual's chances of acquiring knowledge in most fields of human endeavour. It is this that empowers the individual to pursue further studies at the senior secondary, training college, polytechnic or university level. Basic education is therefore, crucial in the future production of critical manpower such as doctors, pharmacists, engineers, lawyers, accountants, technicians, teachers, lecturers, nurses, planners among others. Julius Nyerere, the first President of the Republic of Tanzania, for instance, has observed that education is not a way of escaping poverty but a way of fighting it. Japan represents a classic example of how education is not just a way of escaping poverty but a way of fighting it. As a country with little or no known natural resources, Japan decided to embark on industrialization in the late 19th century by first developing its human resource through schooling (Ingemar & Saha, 1983).

Stone (1970) and Shipman (1971) have also noted that schooling was from the outset regarded in Japan as essential for economic growth. Japan now rubs shoulders with world economic and industrial giants such as the United States of America, Great Britain, Germany, France and Russia. This is a concrete manifestation of the role education can play in economic development. Most economists and educationists alike recognize the role of education in national development. The belief is that education is not only necessary for national transformation but also for individual self-actualization and enhancement. This is further echoed that acquisition of education should be used for building the society, human development, and for

developing the individual's personality to a higher level and to instil in him/her the desirable social conduct. This means that national development is not generated by physical capital (land and tools) only. It also depends upon well trained human beings who constitute the real agents of productivity. It is human beings who accumulates capital and exploits the environment for all productive ventures (Stone, 1970).

Shepard (1987) has observed that a nation's economic output does not depend solely on raw materials or the values of society's industrial facilities, rather people's skills contribute to society's productivity. These observations have been validated by a number of studies. Studies involving cost/benefit analysis, using formal sector earnings as a measure of benefits, also consistently indicate that average rates of returns to education are high in comparison with returns to expenditures in other sectors, and that they are highest for primary schooling (Psacharopoulos, 1993).

Basic education is a process of self-realization. He explains that education curbs the animal instincts in man and shows him the way to realize his latent powers. It thus makes the potential actual. It' makes explicit what is implicit in us. It is, therefore, development from within and not accretion from without. It modifies the behaviour of the individual. In the words of Ross, Aggarwal points out, "education thus consist in a modification of natural development which as a result of education, is other than it would have been without it". Education emancipates us from our oddities and infirmities. It is thus a process of sublimation of instincts. Education, therefore, may be visualized, as a process of self-realization and emancipation. The self-realization aspect of education is well emphasized by Gandhiji an Indian educationist. To him education is 'an all-round drawing of the best in the child and man (body, mind and spirit)'. Education is a 'pouring out' and not a 'pouring in' process. The word *e* means 'out of' and *deco* means 'I lead'. In other words, education

means leading out the inborn powers and potentialities and enabling the child to become what he is capable of becoming. In one of his views on basic education, Gandhiji points out that self-sufficiency is not a 'prior' condition, but to me it is the acid test. This does not mean that basic education will be self-supporting from the very start. But taking the entire period of seven years, income and expenditure must balance each other. Otherwise it would mean that even at the end of this training the basic education student would not be fit for life. This is the negation of basic education (Aggarwal, 2001).

Apart from education's contribution to economic growth, it also contributes to social, cultural and political development. Education equips a person with literacy skills which is a tool one can use to understand and control social, cultural and political events. Literate people are more aware of their health and nutrition status and are likely to take advantage of social services available to them. This may, in turn, reduce child and infant mortality rates. Education of the mother displays a strong negative relationship with infant and child mortality. Children born to mothers with little or no education suffer the highest mortality. For instance, between 1988 and 1998, the under-five mortality among children born to mothers who had no formal education was more than twice as high (131 deaths per 1000 births) than among children whose mothers had attended secondary school and beyond (60 deaths per 1000 births) in Ghana (GSS, 1999). A research project based in the Alexandra Health Clinic in South Africa also discovered a strong correlation between women's literacy and commitment to the immunization of their children (Brown, 1990).

2.3 Contribution of NGOs to Basic Education Delivery

This section of the study presents discussions of review of previous works on the contribution of NGOs to similar variables such as education and others. The empirical review covered the thematic aspects such as; basic education and its importance, NGOs and infrastructural development in basic schools, NGOs and provision of teaching and learning materials, NGOs capacity building for teachers and quality education delivery, NGOs contributions to school governance through network of PTA/SMC in the provision of quality education delivery, community perception and promotion of quality education delivery and barriers to the contribution of NGOs to quality education delivery.

2.3.1 Qualification of Teachers in Public and Private Schools

Teacher quality is a critical factor that contributes to students' achievement in most parts of the world. The bedrock of quality teaching and learning is the quality of the instructor. This implies that among other factors, teacher quality is indispensable in addressing quality education. A research on factors contributing to the disparities of academic performance in public and private basic schools in the New Juaben Municipality of Ghana revealed that Public schools had more professionally qualified teachers than the private schools. This means that empirical assessment of performance disparities in some parts of Ghana unveiled that teachers in basic public schools have good professionally qualified teachers teaching (Ankomah, 2010).

A study by Mensah (1995) revealed that there is a general observation that academic standards and performance in public basic schools have fallen as compared to private basic schools due to myriad of factors other than quality of teachers. According to this study, there are generally more qualified and trained professional

teachers at the public basic schools relative to the private schools. Prominent among the issues is the differences in supervision and leadership commitment. The tragedy is that pupils' academic performance in private schools is better than that of the public schools, where the bulk of pupils receive their education. This study is a clear manifestation of the weaknesses of the governance system in our public schools in Ghana. Interestingly, this evidence is adduced to the fact that the disparities in performances of public and private basic schools is not about qualification of teachers who handle pupils at the basic schools because public basic schools were indicated as having the most qualified professional teachers in Ghana than their counterpart private basic schools. This problem appears more surprising in the Tain District that has recorded abysmal performance in the BECE over the past five academic years. This is a clear gap to be investigated by the current study.

On the contrary, Opare (1999) assessed the causes of disparities and low performances in public schools and identified that aside the socio-economic variations of parents that underscore the conditions under which pupils study as factors that may influence students in school; teachers professional qualification was prominently acknowledged as a major factor that could influence low and disparities in performance between public and private basic schools in Ghana. Even though some literature has earlier denied the professional qualification of teachers, but the emphasis was on the comparative assessment of the availability of the qualified professional teachers in both the public and private basic schools in Ghana. The inference on the above is that despite the general inadequacy of professionally qualified teachers in Ghana, how are professional teachers' availability in public and private basic schools? This was investigated by the current study.

2.3.2 Availability of School Infrastructure in Public and Private Schools

Available literature explains the elements of educational infrastructure to include examinations, curricula or curriculum frameworks, teaching and learning materials, built facilities, teacher education, inspection systems or other means to observe and improve instruction, and a teaching force whose members succeeded in those curricula and exams as students. In the study of the importance of infrastructure development to high-quality literacy instruction in the United States of America, it was established that that the education system in the United States has always been a patch-work of local school systems that share no common curricula, student examinations, teacher education, or means of observing and improving instruction. Although localities have broad powers over education, few have built the capability to judge or support quality in educational programs. The quality criteria that have developed chiefly concern teachers, not teaching. The decentralization and weak governance of United State schooling also deprives teachers of opportunities to build the occupational knowledge and skill that can inform standards for the quality of work, in this case instruction. And, unlike practitioners in other professions teachers have little opportunity to try to strengthen teaching quality by setting standards for entry to the occupation (Cohen and Bhatt, 2012).

A study conducted by Okyere-Kwakye (2013) revealed that facilities like furniture for pupil, urinal and toilet facilities and classroom blocks, were available but not adequate. However, computer laboratories, library books, staff common room and teachers' accommodation were unavailable. Similarly, Cuyvers et al. (2011) also indicated that there exists empirical evidence to support the importance of school infrastructure on the well-being of students in the Belgian region of Flanders. On the availability of infrastructure, a study on availability of toilets for girls at the basic

schools in Paris revealed that the lack of girl's toilet facility may act as a deterrent to girls' attendance in schools or impact negatively on their learning (Varghese, 2009).

The quality of the physical school building and other infrastructure influence the performance levels of students. It is also revealed that the quality of the physical facilities is positively related to student performance. In another study, it is established that good sitting arrangement and good buildings produce high academic achievements and performance, while dilapidated buildings that lack mental stimulating facilities coupled with low or no sitting arrangements is destructive. More so, the location of schools determines to a very large extent the patronage such a school will enjoy. Similarly, the entire unattractive physical structure of the school building could de-motivate learners' academic achievement (Ankomah, Y., Koomson J., Bosu, R. & Oduro, G. K. T.(2005).

In the United States of America, lack of a common infrastructure led to the development of several unusual features in United States (U.S) public education. One concerned testing: because there was no common curriculum, a Nation-wide or even statewide test that assessed the extent of students' mastery of a curriculum was impossible to devise. As a result, American standardized tests at the state and national levels are designed to be primarily independent of particular curricula; furthermore, because these tests are expensive to develop, districts and schools could not afford to devise rigorous standardized tests that were tied to their own curricula (Walter Stroup, 2009).

Bhunja, Shit and Duary (2012) also undertook a study in India on Assessment of School Infrastructure at Primary and Upper Primary Level. The main concern in this study was on infrastructure availability stratification at micro level in the education system, its impact on educational process and to a lesser extent outlining

block to educational disparities. The study was underscored by the fact that Government of India instigated a flagship system Sarva Shiksha Abhiyan particularly meant for increasing infrastructure up to elementary education for development and increasing literacy rate. However, the results of the study recommend that the availability of infrastructure elements such as availability of toilets, electricity, library, computers, type and condition of classroom is very of great significance for improving the learning environment. Further analysis of the study revealed that the availability of infrastructure is not well distributed everywhere across the district. Some of the blocks (e.g., north-central and southeastern part) are having the good facilities, while north western and south western do not. This demand has a particular importance when it is connected with the area of education which is sensitive and important for the future progress of societies. The relationship between student achievement and infrastructure condition has been perfectly expressed. This may be due to the reason of socio-economic barrier, political problem and low accessibility of the area.

In addition, Opare (1999) studied the causes of low and disparities in performance of students in public and private basic schools in Ghana. The observation made by the study is that availability and adequacy of infrastructure as well as teaching and learning materials contributes to the level of quality education. The availability of teaching and learning materials at public schools was identified as a cause that affects the low performance and disparity between public and private basic schools in Ghana. This finding is an indication of the need for teaching and learning materials and other infrastructure to be available and adequate to influence positively the quality of teaching and learning at the basic schools in Ghana.

Frempong (2011) conducted an empirical survey of factors that contribute to poor performance of students in the Basic Education Certificate Examination of selected public Junior High Schools in Effutu Municipality in Ghana. This study is yet relevant evidence that address availability of school infrastructure and logistics in the public basic schools in Ghana. The study revealed that inadequate teaching and learning materials and other study materials is prominently indicated as a core factor that contributes to poor performance of students in BECE. This finding is complementing the earlier revelations on the availability and adequacy of teaching and learning materials. The study indicated that teaching and learning materials are mostly inadequate at the basic public schools in the study area and that contributes significantly to the poor performance of students especially during the BECE. It implies that availability of teaching and learning materials should not be compromised in this current study since it could potentially influence the quality teaching and learning in Ghana.

2.3.3 Attitude of Teachers and Pupils Towards Teaching and Learning

Attitude is a variable that is indispensable in addressing the issue of quality education in Ghana. A study conducted by Frempong (2011) in Effutu Municipality in Ghana revealed that teacher and student absenteeism as well as lateness are attitudinal factors that adversely affect quality of teaching learning at the public basic schools in Effutu Municipality. According to the study, just as teachers who are supposed to compel compliance and discipline at schools they are the worst perpetrators of indiscipline through lateness and absenting themselves from schools. This is worsened by the students because they already are the subjects of training. It is obvious that attitudinal enhancement is very critical for high performance of students at the basic schools.

Adane (2013) conducted a study to identify factors that are responsible for the low academic achievement of pupils in Kemp Methodist Junior High School at Aburi in the Eastern region of Ghana. This study was underscored by the falling standards and performance of pupils especially in the BECE. The study made a comparative assessment of high performing school and poor performing school in the study area to establish the factors responsible for the poor performances. The results of the study show that misuse of contact hours with pupils; incidences of lateness to school and absenteeism are contributory factors to the poor performance of students especially at the basic levels in the study area. When contact hours of teachers at the school is misused coupled with perpetual lateness and absenteeism; then the quality of teaching and learning is compromised thereby affecting the levels of performance of the students in school and even at the BECE.

Also, the attitude of some public school teachers and authorities to their duties does not engender good learning process for the pupils. Some teachers leave the classroom at will without attending to their pupils because there is insufficient supervision by circuit supervisors. More so, some teachers' attendance to school is very poor coupled with incidence of unprofessional attitudes towards pupils by the teachers, which in turn affect the performance of the pupils academically. This findings implies that attitude of teachers is critical to the performance of students at the basic level (Lockheed and Verspoor, 1991).

2.3.4 Supervision of Teachers and Students in Public and Private Schools

Supervision is yet another variable that is relevant to enhancing quality teaching and learning in schools. Available literature shows that supervision is required for effectiveness of school teachers and pupils' commitment to task at the school environment. It is revealed that poor involvement of education governance

structures and parents in supervision of teaching and learning in Ghana has affected the performances of several barges of students at the basic schools especially the public sector. That, the mechanisms for effective supervision are very weak at the public schools thereby compromising the teachers' commitment and responsibility to duty attributable to lateness and absenteeism (Frempong, 2011).

Also, effective supervision of teaching and learning in schools has high performance rates. A study conducted by Etsey et al. (2005) entailed a study of 60 schools from peri-urban (29 schools) and rural (31 schools) in Ghana. It was revealed by the study that academic performance was better in private schools than public schools because of more effective supervision of teaching and learning activities at schools. This study justified the essential role of supervision in raising and sustaining quality of teaching and learning that result to good performances of students at the basic levels in Ghana. The falling standards and performance of students in the BECE in Tain District is critical for the current study to investigate with emphasis on comparative assessment of public and private basic schools.

Supervision is further recognized by Etsey et al., (2005). According to this study, when circuit supervisors are more regular in schools for their monitoring and supervision, it occasions teacher alertness and more regular and early in school attendance. Enhancing effective supervision by circuit supervisors is potent in forestalling teacher absenteeism and improve and learning in public schools. This strategy could facilitate the regular presence of teachers at schools and hence impact positively on students' attitude to school attendance and commitment.

In another study of performance disparities between private and public basic schools in Ghana reveal that the academic performance in private schools is better than the public schools due to more effective supervision of work of teachers.

According to this study, effective supervision of teachers' daily activities at school improves the quality of teaching and learning in the classroom. The resultant effect is the high performance of students. Also, the lack of supervision of teachers gives the teachers ample room to do as they please by compromising the time and contact hours for students. This shows the difference in performances between private schools where supervision is effective and that of public schools where supervision is relatively ineffective (Neagley & Evans, 1970).

2.3.5 Availability and Use of Teaching and Learning Materials in Public and Private Schools

Studies have identified that the nature of working environment has a great influence on the effectiveness of the worker. Same is noted of the availability of teaching and learning materials in the teaching environment. That teaching will be effective when the necessary accoutrements are available and put into practical utilization. Unlike the private schools, there has been a continues sentiments that, most government Junior High schools in Ghana do not perform satisfactorily during the Basic Education Certificate Examination (B.E.C.E) due to the lack of conducive working environment (Okyere-Kwakye, 2013).

Zwalchir (2008), upon a study of determinants of quality appropriate education indicated that even though human resource is very central to the success of education delivery, availability of teaching and learning materials are equally indispensable. Thus, school teachers require the appropriate quality materials to facilitate effective and efficient imparting of knowledge to the school children.

A study conducted by Yusuf (2009) investigated the availability of human and material resources for the implementation of the new basic education curriculum in

English language in Kaduna North LGEA of Kaduna State. The findings also revealed that there is sufficient supply of instructional materials (such as students' textbooks, teachers' guides, charts, slides, projectors, tapes, audio and video, CDs, DVDs) and facilities such as language laboratories, ICT and libraries in all the schools visited.

In Nigeria, Adeyemi (2012) carried out a study on the influence of educational facilities on educational situation using Universal Basic Education public schools in Ogun State of Nigeria. The study specifically assessed the influence of Universal Basic Education (UBE) Facilities on pupil enrolment, teacher population and their classroom ratio in the teaching and learning process in Ogun State public primary schools of Nigeria. The study was a comparative analysis of public schools with UBE facilities and those without the facilities. The study revealed that there was significant positive influence of Universal Basic Education facilities on pupil enrolment. However, the facilities had very little influence on teacher population and teacher-pupil ratio.

Furthermore, Odane (2013) in the concern to investigate the factors that contribute to poor performances of students at the basic public schools, an empirical enquiry into such factors was undertaken in Kemp Methodist Junior High School at Aburi in the Eastern region of Ghana. The study established that inadequate teaching and learning materials in selected schools affect quality teaching and learning and hence the poor performance of students. The availability and adequacy of teaching and learning materials is increasingly revealed by researches as a critical factor that influences the level of performance of students especially at the basic public schools in various parts of Ghana. This means that an attempt at investigating the situation in Tain District is justified in view of the abysmal performance of public basic schools during the BECE in the past few academic years. This gives credence to the need for

an investigation into the availability and adequacy of the teaching and learning materials in public and basic schools in comparison.

Further on availability of teaching and learning materials, Okyerefo et al. (2011) undertook a study that investigated Factors prompting pupils' academic performance in privately owned Junior High Schools in Accra, Ghana. The study was in response to the increasing poor performance of most public schools in Ghana especially the basic schools. The study was a comparative assessment of selected high performing private schools and public schools that are known with their poor performance in the Greater Accra Region of Ghana. The study revealed that aside other factors, inadequate infrastructure and educational facilities are contributed to the poor performance of the public basic schools in Accra. The study highlighted that teaching and learning materials are rarely available in its adequacies in public basic schools. The worst of are the basic schools at the remotest areas in Greater Accra Region of Ghana. It is sad to indicate that teaching and learning materials are among the critical factors that affect the performance of students at the basic levels.

As part of Bangladesh Education Sector Review, Groundwork Inc (2002) revealed that NGOs in Bangladesh responded very positively and quickly to the Education for All (EFA) declaration. Immediately after EFA, CAMP was formed as an umbrella organization of the education sector NGOs in Bangladesh. These NGOs made a significant contribution basic education delivery because approximately 4 percent to 8 percent of the primary school aged children in Bangladesh receive non-formal primary education (NFPE) in NGO programs. These NGOs have also contributed to the development of supplementary reading materials for the primary school children. The Bangladesh Government has also recognized the contribution of the NGOs in the field of education and has handed over some problematic and

nonfunctioning government community schools to some of the leading NGOs to revive them to serve its purpose of providing basic education. However, the review identified that though NGOs have made positive contributions in the delivery of basic education; increased social awareness of the value of education has now created a new situation in Bangladesh which demands NGOs to redefine their role in the education sector. Demands for increased quality of education require NGOs to revisit the conventional NFPE model practices. Several International NGOs have taken more innovative and timely approaches to provide directions to NGOs. Save the Children alliance is geared to promote Early Childhood Development PLAN (ECD). International has introduced a Community Learning Assistance Program (CLAP) to strengthen the school based education through community involvement to increase contact time and support quality improvement in education. BRAC has undertaken a new program to promote leadership in adolescent girls. There is a larger vacuum that NGOs could fill. Millions of children leave school at age 11+ years either graduating or dropping out of formal or non-formal schools. These adolescents need vocational skills to bring them closer to the expanding global markets. Development partners such as USAID could encourage NGOs to find new program directions, rather than replicating the conventional NFPE programs. This study is yet another exercise that has underscored the contribution of NGOs to basic education delivery in Bangladesh. Same undertaking in Tain District is not out of place (Groundwork Inc, 2002).

Rose (2009) conducted a study into NGO provision of basic education: alternative or complementary service delivery to support access to the excluded. This study focused on approaches by non-government organizations to reach primary school-aged children excluded from access to the conventional state education system. The study further highlights recent shifts in international literature and agency

priorities from the portrayal of NGO provision as a (non-formal) 'alternative' to (formal) state schooling, towards developing approaches for 'complementary' provision. This shift is occurring as a means of making progress towards achieving Education for All (EFA) goals. Subsequently, the study compared these international trends with attention paid to NGO provision in national education plans across four countries (Bangladesh, India, Ethiopia and Ghana). Based on the findings of the study, it was established that NGOs provision of basic education continues to be seen as 'second-best' to state schooling, with state schooling remaining the focus of attention for EFA. These findings imply that NGOs from these countries have continually played a supplementary role of contributing to basic education delivery (Rose, 2009).

According to Miller-Grandvaux et al. (2002), the fundamental question of this study how NGOs are most likely to fulfill their promise to improve the quality, equity, accountability, and pertinence of education in African countries. Specifically, the study comprehensively assessed how NGOs have become involved in the education sector in particular reference to; how their presence and relationships with governments and donor partners evolved, what implications their presence has caused for educational systems and civil society, and which contextual factors have affected NGOs' interventions. The study analyzes four major areas of NGO involvement in the education sector: the relationship between NGOs and government; the role of NGOs in education policy; the relationship between NGOs and donors; and the influence of NGOs on civil society. The study revealed that NGOs have contributed to basic school infrastructure development, capacity of society to demand for quality education, provision of teaching and learning materials and other motivational support

for enhanced teaching and learning at the basic school levels in studied countries such as; Guinea, Mali, Ethiopia and Malawi.

Jagannathan (2004) in a study of six NGOs contribution to basic education in India revealed six innovative NGO initiatives to enhance access to primary education for disadvantaged children and to increase the quality of schooling in India. The 6 NGOs surveyed are MV Foundation (child labour eradication), Pratham Mumbai Education Initiative (universalization of pre-primary and primary education in a metropolis), Bodh Shiksha Samiti (appropriate primary education for the urban poor), Rishi Valley Rural Education Centre (Multi-grade and Multi-level teaching/learning model), Eklavya (pedagogic renewal) and Centre for Education Management and Development (school improvement through management inputs). These NGOs have demonstrated effective grassroots action to enhance the quality of basic education and have also influenced mainstream education through replication of their models and through policy dialogue with the Government. Also, the survey established that the NGOs play a strong role in assisting the State to complement the public education system and to improve its effectiveness. The experimental approaches of the NGOs have successfully tackled many shortcomings in schooling. NGO models in education increase the accountability of the schooling system to the beneficiaries.

A study conducted by Quaicoo (2006) was an assessment of the Contribution of World Vision Ghana in Support of Basic Education in Rural Ghana: A Case study of the Twifo Hemang Lower Denkyira District. The study revealed that WVG has contributed to improvement in teaching and learning, efficiency in school management and increasing access and participation at the basic level of education in the district through training, and the provision of school facilities. Another finding revealed by the study is that 60% of all the support given to pupils in basic education

goes to the girl child to encourage girl child education. It was also established by the study that the WVG has not provided teachers accommodation in some communities. This study justifies the limited contribution of NGOs in basic education in some parts of Ghana. Just like WVG, Action Aid's activities on education delivery at the basic levels. In spite of the growing importance attached to infrastructure, the rural areas have long been deprived and neglected even though they constituted the majority of the world's population. It is obvious that one cannot expect rapid socio-economic development in the rural areas without adequate provision for infrastructural facilities. Schools with poor infrastructural facilities find it very difficult to attract teachers, especially qualified ones, because of absence of adequate staff bungalows, classrooms and other teaching and learning facilities (Quaicoo, 2006).

Just as the soundness of the economy of a country depends on the quality of the underlying infrastructure, so does the soundness of an educational system depends on its underlying physical and intellectual structures, physical learning environments or the places in which formal learning occurs. The poor condition of many schools is thought to contribute to poor behaviour and limit learning opportunities (Aboagye, 2005).

The importance of inputs is seen in the Oregon Education Act for the 21st century. Under the Act, state-wide standards for students' performance were set and high levels of accountability for schools and district were established. They came out with a Quality Education model, which provides a 'roadmap' for getting there. In their Quality Education model, they conceptualized Quality Education like a tree, always growing, cultivating new leaves and strengthening its self. The roots are the teachers and educators. They give strength and support to the tree and feed the leaves. The trunk of the tree is the school facilities. This strong solid basis supports the tree. If this

is weak, nothing better can be expected from the school. Finally, the leaves are the students or pupils. They are fed and nurtured by every part of the tree. Each part of the tree is vital, because each part would not function without others. The soil is very essential to the tree as it grows. Inadequate soil will not help the tree to grow well. The money from government and other development partners may be likened to the soil (Aboagye, 2005).



Table 2.1: Empirical Study Review for this Research

Empirical study review aspects addresses the previous works and researches that have been carried out similar topical issues of the study as shown in Table 2.1

Author	Date	Country(s)	Topic	Methodology	Findings	Concluded
Groundwork Inc	2002	Bangladesh	Bangladesh Education Sector Review	Qualitative	These NGOs have also contributed to the development of supplementary reading materials for the primary school children.	However, not statistically significant. the difference was statistically insignificant.
Miller-Grandvaux, Y. Welmond, M., & Wolf, J.	2002	Guinea, Mali, Ethiopia and Malawi.	Evolving Partnerships: The Role of NGOs in Basic Education in Africa.	Qualitative	The study revealed that NGOs have contributed to basic school infrastructure development, capacity of society to demand for quality education	NGO programs in the education sector have matured over the last ten years.
Mpamila Madale	2006	Tanzania	Assessing the Contribution of Plan International to Primary Education	Qualitative	The study revealed lack of effective collaborative principles and operational frameworks.	Quality improvement is largely dependent on management methods, increased financial and capacity building strategies that encompass the entire school system

John Quaicoo	2006	Ghana	Contribution of World Vision Ghana in Support of Basic Education in Rural Ghana	Quantitative	This study justifies the contribution of NGOs in basic education in some parts of Ghana	Schools with poor infrastructural facilities find it very difficult to attract teachers, especially qualified ones
Rose Pauline	2009	Ethiopia	NGO provision of basic education: alternative or complementary service delivery	Qualitative	The findings imply that NGOs from these countries have continually played a supplementary role of contributing to basic education delivery	However, this shift is occurring as a means of making progress towards achieving for Education for All (EFA) goals
Ayele Tampani	2010	Ethiopia	Impact Assessment of USAID Education Program	Qualitative	The overall assessment is that USAID assistance has been key to Ethiopia's education progress over the past 15 years	Need to improve content knowledge of teachers – math, science, English
Prince Gyamfi	2010	Ghana	Financing Local Non-Governmental Organisations In Ghana: Issues And Challenges	Quantitative	No mechanism put in place by Local NGOs for Local funding	Felt that funding from external source were inadequate considering the large number of their constituents

Cohen and Bhatt	2012	USA	The importance of infrastructure development to high-quality literacy instruction	Qualitative	It was established that the education system in USA has been a patch-work on teacher education	The quality criteria that have developed chiefly concern teachers, not teaching.
Bhunias, Shit & Duary	2012	India	Assessment of School Infrastructure at Primary and Upper Primary Level	Qualitative	This result suggest that NGOs support activities have rarely contributed to improved performance of basic school children despite the tremendous support they provide towards quality basic education	However, the problem of poor performance in basic education has more to do with other social factors other than school resources, infrastructure and capacity need.
Adeyemi, M	2012	Nigeria	Assessing the influence of Universal Basic Education (UBE) facilities on Pupil Enrolment	Quantitative	The study revealed that there was significant positive influence of Universal Basic Education facilities on pupil enrolment	However, the facilities had very little influence on teacher population and teacher- pupil ratio.
Okyere-Kwakye	2013	Ghana	Availability of Supportive Facilities for Effective Teaching.	Qualitative	The study revealed that facilities like furniture for pupil, urinal and toilet facilities and classroom blocks, were available but not adequate.	However, computer laboratories, library books, staff common room and teachers' accommodation were unavailable.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter addresses the research methodology. The research methodology was designed carefully with details mirroring the researcher's mode of data collection (Gill and Johnson, 2007). The methodology lists the research strategies of inquiry. It is important to mention that this chapter is organized as follows; research design which was used in collecting useful data for the research, the population, the sample and its selection that is, the actual group that was included in the study and from whom data was collected. The chapter also highlights the methods and instruments used as well as the data collection procedure and analysis.

3.2 Research Design

Research design is how the researcher intends to execute the research under study. It involves the tactics and processes needed to enhance the completion of empirical study. Research design is a plan or blue print which specifies how data relating to a given problem should be collected and analysed. It provides the procedural outline for the conduct of any investigation. It provides a systematic outline for the conduct of the investigation (Amedahe, 2002). Research design is the programme that guides the researcher in the process of collecting, analyzing, interpreting and observing. A research design in the opinion of Durkheim (2006) is a strategic framework (or action) that serves as a bridge between questions and the execution and implementation of the research. It is also an arrangement of conditions for collecting and analyzing data which was relevant to the researcher in the most economical manner (Amoani, 2005).

In this study descriptive survey was adopted as a research design to provide frame upon which data was gathered and analyzed for the study. This type of research was considered contextually appropriate because it allows for the use of both quantitative and qualitative data to effect analysis of results on the studied objectives. A descriptive survey is directed towards determining the nature of a situation, as it exists at the time of the study (Ary, Jacobs and Razavieh, 2002).

According to Creswell (2003), a survey research involves researchers asking usually a large group of people questions about a particular topic or issue. Information is collected from a group of people in order to describe some aspects of the population of which that group is a part. The main way in which the information was collected is through asking questions; the answers to these questions by the members of the group constitute the data of the study. Policy makers highly regard descriptive survey design in the social sciences where larger sample sizes are dealt with. As a result, the researcher used the mixed method approach by adopting both quantitative and qualitative means of data collection. It is based on the philosophical idea that combines quantitative and qualitative methodological approaches in research study. The mixed method (quantitative and qualitative methods) is also defined as “those that combines the quantitative and qualitative approaches into the research methodology of a single study or multiphase study (Ary, Jacobs and Razavieh, 2002).

This study used the combination of qualitative and quantitative research methodological approach in collecting data. The combination of the two research approaches offer a good benefit on the study of which either could have on the work (Creswell, and Plano, 2007). The data gathered were primary and secondary data.

3.3 Study Population

The Tain District is one of the newly created Districts in June 2004 in the Brong Ahafo Region. With respect to education, the District has 263 basic schools made up of 234 public schools and 29 private schools. There are 102 Kindergarten Schools, 103 primary schools and 58 JSS. The teacher population is 303 trained and 571 untrained according to the 2012/2013-district school census. The Tain District is made up of 14 circuits with 14 circuit supervisors (Government of Ghana, 2013). Preliminary visits to Action Aid Ghana in Sunyani revealed that the following circuits in the districts: Badu East, Badu West, Lawaagen, Fawaman, Asuafu, Sabiye, Kyekyewere Circuit, Bepoase, Menji Circuit, Bui Circuit, Ahenfie Circuit, Hani, Bepoase and Yabraso. The target population of the study included; staff of Tain District Directorate of Ghana Education Service (GES), Head teachers of twenty-six (26) Action-Aid supported schools and SMC/PTA of each of the supported schools. Action Aid's interventions are limited to only public schools in the Tain District. So far 26 schools have benefited from one form of intervention or another from Action-Aid. This is made up of 20 primary schools and 6 JSS. This current study covered staff of GES office of Tain District, head teachers of Action-Aid supported schools and SMC/PTA of supported schools as unit of study population.

3.4 Sampling Procedure

This section addresses the techniques of sampling that was used for the study. It addresses issues of sample frame, sample size and techniques of sampling of unit of analysis for the study.

a. Sample frame and size

The sample frame for the study covered management staff of GES metropolitan office, head teachers and SMC/PTA of Action-Aid supported schools. Preliminary field visits revealed the numbers of each of the categories of populations that are potential respondents in the study and are presented in Table 3.1.

Table 3.1: Sample Frame of study population

Categories of Population	Sample frame ¹	Sample size ²
Staff of Metro-GES	28	26
Head teachers of Action-Aid supported Schools	26	25
SMC/PTA of Action-Aid supported Schools	26	25
Circuit Supervisors of Action-Aid supported Schools	26	25
Staff of Action-Aid	13	13
Totals	119	114

The sample size of this unit of analysis was determined using the following statistical formula.

$$\text{Formula: } n = \frac{N}{1 + N(\alpha)^2}$$

Where n = Sample Size.

α = Margin of error.

N = Sample Frame.

Note: The margin of error depends on the assumed confidence level of the study.

¹ **Sample Frame:** This column in table 3.1 reflects the number of potential respondents in each of the categories as contained in rows of table 3.1. The total of 119 is the number of total potential respondents for the entire study from which the sample size was determined.

² **Sample Size:** This column in table 3.1 contains the sample sizes for each of the categories of potential respondents from population universe. This disaggregated sample sizes was calculated using proportionate approach by expressing each category as a proportion of the total sample size of the study. However, the total sample size is calculated using a statistical formula.

As per the statistical formula above, the sample size of the study was calculated as follows using a confidence level of 98%. The essence was to determine the total sample size of the study.

$$\text{The Sample frame (N)} = 119$$

$$\text{Margin of error } (\alpha) = 0.02$$

$$\text{Sample size (n)} = ?$$

$$\text{Therefore, sample size (n)} = \frac{119}{1 + 119 (0.02)^2}$$

$$(n) = \frac{119}{1.0476}$$

$$(n) = 114$$

The sample size for the entire study = 114 respondents. The sample size of respective categories of potential respondents was determined proportionately.

b. Sampling techniques

In terms of techniques used to reach out to the unit of respondents in the study, multi-stage sampling approach was adopted. Thus, some of the units of respondents were purposively selected because they were presumed to be the right information to support the study. For instance; the schools were selected purposively because only Action-Aid supported schools were identified, head teachers, SMC/PTA chairpersons were also purposively selected because they have relevant information on the substantive variables of the study. This shows that the sampling approach in the study was completely non-probability techniques.

3.5 Sources of Data

Data for the study was collected from both primary and secondary data sources. Primary data was from questionnaires given to the respondents. Secondary data was sourced from reports and other documented evidence by Action Aid and Ghana Education Service that are of relevance to the study objectives. These two sources were relied upon to gather primary and secondary data as means of causing analysis of issues to justify the very essence of the study.

3.6 Data Collection Instruments

3.6.1 Questionnaire

Basically, two instruments were used for data collection. These instruments were questionnaires and interview guide. A questionnaire according to Creswell (2003) is a scientific tool or instrument for data collection which consists of a written list of questions where respondents are either asked and/or read and provide answers. This instrument was used to generate data from each of the responding categories identified as actors in the delivery of basic education in the study area. The Questionnaires were used to collect basic descriptive statistics from the respondents. A likert scale from 'very adequate' to 'inadequate' was used as contained in the questionnaire. The responses were valued as follows: 5='very adequate', 4='adequate', 3='fairly adequate', 1= extremely inadequate and 2='inadequate'. The questionnaires contain both closed-ended and open-ended questions. Closed-ended questions according to Cohen, Manion and Morrison (2003) are quick to compile and straight forward to code, and do not discriminate unduly on the basis of how articulate the respondents are. The essence of the closed ended is to generate data that will support descriptive analysis using basic statistics; whereas the open-ended questions give

respondents the opportunity to express themselves by providing details description of their responses on each of the objectives required.

3.6.2 Interview

The second instrument that was employed for data collection in the study is interview guide. This instrument is a written guide that contains broader questions mostly on the thematic areas of the study objectives. Contextually, the interview guide was directed at the Staff Action Aid Ghana because in the context of the study their responses pertain to their experiences in the various schools to illicit responses on the limitations of Action-Aid in their activities towards contributing to basic education in the Tain District. This instrument facilitated the gathering of detail information on the third objective of the study.

Ary et al., (2002) also posits that an interview is used to gather data on subjects' opinions, beliefs, and feelings about the situation in their own words. Kruger (1998) cited in Creswell (2003) posits that, interview provide for interaction among interviewees, collection of extensive data and participation by all individuals in the group.

3.6.3. Validity of Instrument

Validity is the most important consideration in developing and evaluation of measuring instruments (Ary et al, 2002). It is used to determine if an instrument measures what it is intended to measure. Therefore to ensure the validity of the questionnaire and the interview guides, draft copies were given to two lecturers from the Department of Educational Leadership, University of Education, respectively, who read through and made necessary corrections to ensure face validity. After this

review, the questionnaire and interview guides were sent to the researcher's supervisor for further review. From the responses in the pilot test, it was clear that respondents understood the questions as they were fully and well answered.

3.6.4 Reliability of Instrument

Reliability is achieved when the same research process is repeated and reproduces results within stated confidence limits. Durrheim (2006) stated that the 'reliability of an investigation is satisfying if another researcher can conduct the same research and draw the same conclusions'. To ensure reliability of the instrument used for the study, a pilot testing was conducted at the Debidebi Community Cluster of Schools in Tain. This test was carried out between 20th and 27th April, 2016. The researcher chose this community because it was one of the communities with higher concentration of NGOs intervention schools which exhibit the same characteristics as the schools of interest to the researcher. The researcher supplied 7 head teachers with the draft copies of the questionnaires, a circuit supervisor, 3 staff of Metro-GES, 2 PTA/SMC Executives. Time was made by the researcher to gauge the suitability and applicability of items to the respondents to discuss any ambiguity, doubt and incoherencies that the respondents may face with any aspect of the draft. Respondents thereafter, were given time to complete and return the questionnaire to the researcher. Four staff of Action-Aid were interviewed as part of the pilot testing. These views were collated and studied closely by the researcher and co-supervisors who were at the University of Education, Winneba. The pilot testing helped to remove ambiguous statements particularly in the Likert items. Some statements were completely deleted because they had been repeated elsewhere in the questionnaire. All the necessary corrections and changes were made before the data collection.

3.7 Procedure for Data Collection

Initially, a letter of introduction was sourced from the Department of Educational Leadership, University of Education, as an instrument to seek consent of the identified actors and/or institutions to release information and grant audience to the questions contained in the questionnaires. This was followed by engaging and orientating data enumerators who assisted in circulating and gathering questionnaires from respondents. This was followed by pretesting of the questionnaires as discussed below.

3.8 Procedure for Data Analysis

Data collected on the closed-ended items on the questionnaire was analysed using simple percentages and frequencies. This was done using Version 16.0 of the Statistical Package for Social Sciences (SPSS). This type of analysis entail; designing of data template, coding of questionnaires, data entry, data editing and computer analysis of data. The responses from the open-ended questions were blended with responses from the close-ended questions to effect comprehensive analysis of results on each of the objectives of the study. The analyses of percentages and frequencies were done using SPSS.

3.8.1 Analysis of Data from Questionnaire

The data collected was analyzed using appropriate descriptive statistics which allowed the researcher to use numerical values to represent scores in the sample. According to Borg and Gall (1983) descriptive statistics not only allows the researcher to use numbers but also provides the researcher with data that allow for inferences on the population and directions for answering the research questions. The

returned questionnaires were scored and coded for analysis and answering of the research questions. An item-by-item analysis of data was conducted. The percentage of the total sample responding to each question was given. The data was presented according to the responses and or the views of the respondents. Numerical scores were assigned to them to indicate possible relationship in responses of the respondents and then frequency lists were drawn. For instance, the researcher combined “very adequate” and “adequate” and also “fairly adequate and extremely inadequate” to project a unique response. This combination according to Best and Khan (1995) is possible when using Likert-type scale to report percentages. The scores assigned to the responses were easily analyzed using frequency counts. These easily allowed the researcher to access data and interpret results for statistical analysis provided. A summary of conclusion and findings were provided, based on the findings and supported with literature. Also, tables were presented with descriptions and discussions of some major aspects that addressed the research questions raised.

3.8.2 Analysis of Data from Interviews

The staff of Action-Aid were interviewed in focus groups. Data was analyzed using content analysis which according to Kruger (1998) is comparing of the words used in the answers of the respondents. Initially, the researcher studied the field notes, reduced the tapes into transcripts and carefully read through them. This was done to look for themes and similar ideas or responses to the questions posed to the respondents of which the respondent’s information were translated into specific categories for the purposes of analysis. This exercise according to Cohen, Manion and Morrison (2003) is referred to as coding which enables the researcher to organize large amount of text and to discover patterns that would be difficult to detect by just

listening to a tape or reading a transcript. Similarly, Goldenkoff (2004) is of the view that a brief summary and analysis, highlighting major themes, is sufficient when decisions must be made quickly, the results are readily apparent or the purpose of the group is purely exploratory. Goldenkoff warns that to get an in-depth understanding of a complex issue, one should conduct a systematic analysis using full transcript. In all, a qualitative approach was used in the analysis and interpretation of interview data. Where necessary, the verbatim expressions of the respondents were used within the thematic context of the discussion.

3.9 Profile of Tain District and Action Aid Ghana

This section will discuss the profile of Tain District and Action Aid Ghana. Thus, Tain District is the geographic study coverage and Action Aid is the study NGO that represent a case of NGOs in the Tain District. Discussed below is the profile of Tain District.

3.9.1 Profile of Tain District

The district is situated at the north west of Sunyani the regional capital. It lies within latitudes $7\frac{1}{2}$ and $8^{\circ} 45'$ North and longitudes $2^{\circ} 52'$ West and $0^{\circ} 28'$ East. In terms of land area, Tain District covers about 4,125 square kilometres. This forms about 0.17 percent of the regional land area of 2,323,864squarekilometers.The district shares common boundaries with Wenchi District to the east, Jaman North to the west, Sunyani West to the south and Berekum District to the south-west. It is bordered by the Bole District to the North East, Kintampo South District to the south-east and La Cote d'Ivoire to the north- west. (Ghana Statistical Service, 2012).

Due to Tain central location, it serves as a hub for all administrative and commercial activities in Northern Region and Brong Ahafo, doubling as the political, economic and financial capital of towns within its jurisdiction. The center of Tain hosts regional branches of financial institutions and a considerable number of international non-governmental organizations. Tain has developed and transformed significantly in the last few years because of the presence of the Bui Dam Project. The new dimension of Tain's development is the rush by various companies to open branches in Tain. The hospitality industry has grown significantly with new hotels and guest houses built around Tain (G.S. S., 2012).

In terms of climate, the districts experiences one rainy season from April to September or October with a peak in July and August. Consequently, staple crop farming is highly restricted by the short rainy season. The dry season is usually from November to early April. It is influenced by the dry North-Easterly (Harmattan) winds while the rainy season is influenced by the moist South Westerly winds. The mean day temperatures range from 28 (December and mid-April) to 43 (March, early April) degrees Celsius while mean night temperatures range from 18 (December) to 25 (February, March) degrees Celsius. The mean annual day sunshine is approximately 7.5 hours (Ghana Statistical Service, 2012).

The economic activities in the Assembly are predominantly agricultural. Agricultural activities in the District are centered mainly on crop production. Agriculture employs about 72% of the labour force, and about 26% of the workers in non-agriculture sector, also engage in agriculture as a secondary occupation. The service sector engages 2% of the total district population. The major occupation-farming is seen to be depending on the rain. Only one community has access to furrow type of irrigation covering 10 acres of land. Since the farming activities are

controlled mostly by natural conditions, most people cultivate 0.49 hector of land on subsistence basis. This has contributed to the low yields in the crop sub-sector for major livelihood crops like maize, cassava, groundnut, cowpea, pepper, yam, cocoyam and plantain. Nsawkaw the district capital is 18 miles from Wenchi, the capital of Wenchi Municipality which Tain was carved out is the principal center of education in Tain District. Currently there are a total of 263 basic schools within the district. This comprises 102 kindergartens, 103 primaries, 58 Junior High and 5 Senior High Schools. The rest are technical/vocational institutions, one (1) Health Assistant Training School.

On the aspect of road-transport, the District has about 51km of tarred roads, with only one major town (Badu) having tarred road that leads to the District capital. There is a total of 572km of feeder roads that provide access to farming communities. The popular means of travel for the locals, however, is by bike and motorbike. This phenomenon is helped by the existence of bike paths in the town, making it one of the most bike-friendly settlements in the districts (GSS, 2012).

3.9.2 Profile of Action-Aid Ghana

The Tain District Assembly began enjoying the services of these Non-Governmental Organizations (NGOs) in the early 2004. Action Aid Ghana began operations in Ghana in 1990s, extended its activities to the Brong Ahafo Region in 2000. It is an international Non-Governmental Organization with its headquarters in the United Kingdom, In Ghana; the headquarters is in Accra, with branches in other parts of Ghana including the Tain District. Apart from educational development, Action Aid Ghana (AAG) is also involved in the development of agriculture and poverty alleviation in the District. Action Aid Ghana works through local partners like

the Ghana Education Service for the implementation of its programmes to support communities' basic needs and improve their access to services. The vision of Action Aid Ghana is, ‘‘ A world without poverty in which every person enjoys their right to a life of dignity’’. Its mission is, ‘‘To work with the poor and excluded people to eradicate poverty and injustice.’’



CHAPTER FOUR

ANALYSIS AND PRESENTATION OF FINDINGS

4.1 Introduction

In this chapter, the results generated from data gathered are discussed and presented as findings. The presentation of the findings is done according to the themes of the study objectives. Initially in the chapter, the background characteristics of the sampled respondents who participated in the study are discussed and presented. These background characteristics include; age, sex, marital status and educational status of the respondents. These respondents composed of the staff of GES Tain District Directorate, circuit supervisors, head teachers, SMC/PTA executives. Presented below in the next section are the background characteristics of sampled respondents.

4.2 Socio-Demographic Characteristics of Respondents

The main groups of sampled respondents who participated in this study were; the staff of Action-Aid, staff of GES, head teachers, SMC/PTA Executives and Circuit Supervisors of Action Aid Ghana supported schools. These respondents' provided information relevant on the objective areas of the study. The import of this section was to give an overview of the types and categories of respondents in terms of age, sex, marital status and educational status. The demographic characteristics of survey participants are summarized in Table 4.1.

Table 4.1: Socio-Demographic Characteristics of Respondents

Variables	Age Ranges	Frequency	Percent
Age of Respondents	18-30yrs	75	65.8
	31-40yrs	17	14.9
	41-50yrs	22	19.3
	Total	114	100.0
Sex of Respondents	Sex of Respondents	Frequency	Percent
	Male	95	83.3
	Female	19	16.7
	Total	114	100.0
Marital Status of Respondents	Marital Status	Frequency	Percent
	Single	10	8.8
	Married	98	86.0
	Divorce	3	2.6
	Widowed	3	2.6
Total	114	100.0	
Educational Status of Respondents	Educational Status	Frequency	Percent
	Formal Education	75	65.8
	Non-formal Education	9	7.9
	Arabic Education	11	9.6
	No Education	19	16.7
Total	114	100.0	
Status of Respondents	Types of Respondents	Frequency	Percent
	Staff of Metro-GES	26	22.8
	Head teachers of supported Schools	25	21.9
	SMC/PTA	25	21.9
	Circuit Supervisors	25	21.9
	Staff of Action-Aid	13	11.4
	Total	114	100.0

Source: Field Survey, 2016

4.2.1 Age Distribution of Respondents

Age distribution of respondents was assessed as a socio-demographic characteristic of the respondents in the study. Age is a physiological characteristic that influences the behavior of people in a given situation. In view of the fact that age of people has the tendency of influencing the pattern of people's views and opinions, it

became necessary for it to be assessed. The import of assessing the age distribution was to understand the categories of age groups who participated in the study and hence diversity of opinions in terms of age. Presented in Table 4.1 are details on the age distribution of respondents who participated in the study. The age of respondents were distributed over an age ranges of 18-30years, 31-40years, 41-50years and 51+years. The distribution of the ages of respondents as presented in Table 4.1 shows that majority of the respondents who participated in the study were within the age range of 18-30years, representing 65.8% (75) out of 114 respondents who participated in the study. Another category of age group that participated in the study are those who were within the ages of 41-50years. This age group constituted the second largest age category of respondents who participated in the study. It represents 19.3% (22) out of the total sample respondents. The respondents who were within the ages of 31-40years were the third largest category of respondents in terms of age representation, also representing 14.9% of the total sample respondents who participated in the study. However, there was no respondent aged 51 and above as a respondent.

4.2.2 Sex of Respondents

Sex of respondents was another socio-demographic characteristic of the respondents who participated in the study. The reason for assessing this variable as a relevant background characteristic was to establish gender representation of respondents who participated in the study during the data collection. It was hoped that at the close of the study, the representativeness of the results reflected the views of varied sexes. This means that sex was underscored as a very relevant background feature that could influence the pattern of responses and hence the outcomes of the study. Results on the sex distribution of respondents is also presented in Table 4.1.

As shown in Table 4.1, the respondents of the study were male and females. The results on sex distribution of respondents shows that ninety-five (95) respondents representing 83.3% were males whereas nineteen (19) of them representing 16.7% were females. These results imply that there was gender representation of respondents. The views that formed the findings on the study objectives reflect the views of the male and female respondents.

4.2.3 Marital Status of Respondents

In the effort to address marital status as yet another background characteristic of sampled respondents, data was gathered on the respondents' marital status. The import of this assessment was to indicate the types of respondents in terms of their marital status. The results on assessment of marital status of the respondents are presented in Table 4.1. As contained in Table 4.1, the study results on marital status of the respondents were presented against status variables such as; married, single, divorce, widowed and separated. Out of the total 114 respondents who participated in the study, ninety-eight (98) of them were married representing 86% of the entire respondents. Also, ten (10) of the respondents were single and representing 8.8% of the total respondents. In terms of respondents who were divorced, three (3) representing 2.6% of the total respondents were divorced. In addition, those respondents who were widowed were also three (3) and also representing 2.6% of the entire sample respondents who participated in the study. There was no respondent under the category of separated. At the aggregate level, the majority (98) representing 86% of the respondents were married. However, there was representation of most of the categories of marital statuses who participated in the study as respondents. These results gives an impression that various categories of respondents who are married,

single, divorce, and/or widowed participated in the study and hence varied views contributed to the findings on each of the objectives of the study.

4.2.4 Educational Status of Respondents

Educational status is another background feature of the respondents who participated in the study. This assessment was targeted at describing the educational status of the customers using options such as; formal education, non-formal education and no education. The results of this assessment are contained in Table 4.1. The results on educational status of respondents who participated in the study showed that seventy-five (75) representing 65.8% of the respondents had formal education. Whereas nine (9) representing 7.9% had non-formal education. Also, eleven (11) representing 9.65% of the respondents were identified to have Arabic education. Finally, nineteen (19) representing 16.7% were those who had no education. This means that respondents with various educational backgrounds participated in the study and that their views contributed.

4.2.5 Status of Respondents

This section of the study discusses the status of the categories of respondents whose opinions formed the views of analysis on each of the objectives of the study. The section intends to presents the categories of respondents who were core actors in education service delivery in Tain District. The results on this assessment is presented in Table 4.2.

Table 4.2: Status of Respondents

Status of Respondents	Frequency	Percent
Staff of Metro-GES	26	22.8
Head teachers of Action-Aid supported Schools	25	21.9
SMC/PTA	25	21.9
Circuit Supervisors	25	21.9
Staff of Action-Aid	13	11.4
Total	114	100.0

Source: Field Survey, 2016

Results in Table 4.2 shows the categories of respondents who participated in the study. About 22.8% (26) of the respondents were staff of Ghana Education Service (GES) at the Tain District office. Another category representing head teachers of Action Aid supported Schools constituted 21.9% (25) of the respondents who participated in the study. Also, School Management Committee and Parents Teachers Association comprised of 21.9% representing 25 respondents. The same representation, thus, 21.9% (25) respondents were Circuit Supervisors. Finally, 11.4% of the respondents also representing 13 people were staff of Action-Aid. The views and experiences of these categories of respondents formed the data that was used for analysis of objectives of the study.

4.3 Research Question 1:

What are the types of activities of Action-Aid that supports basic education in Tain District?

This section presents the results of the study after analysis of data gathered on the basic education support activities of Action-Aid in Tain District. The import of this section was to identify the types of activities that are undertaken by Action-Aid in respect to their support to basic education in the district. Data was gathered from

Action-Aid supported schools, their school communities, Ghana Education Service and staff of Action-Aid to establish the types of support they provide towards enhancing basic education in Tain District. The descriptive results upon analysis of data on Action-Aid Educational Support activities are presented in Table 4.3.

Table 4.3: Basic education support activities of Action-Aid Ghana

S/No.	Education Support Activities	Responses of Yes		Responses of No	
		Freq.	%	Freq.	%
1.	Infrastructure development	38	33%	76	67%
2.	Provision of teaching and learning materials	94	83%	20	17%
3.	Curriculum development	0	0	114	100%
4.	Capacity development of teachers	114	100%	0	0
5.	Sensitization of school communities	3	3%	111	97%
6.	Provision of basic school needs for school children	43	38%	71	62%

Source: Field Survey, 2016

4.3.1 Infrastructure Development

Infrastructure development is indispensable in addressing challenges of education in Ghana. As part of the study, data were gathered to assess the involvement of Action-Aid in supporting infrastructure development in the selected schools of Tain District. It is assumed that quality teaching and learning at the schools can be hampered by poor and inadequate infrastructure development. As presented in 4.3, infrastructure development is a variable that was revealed by literature as intervention area in school support activities that is indispensable when addressing challenges of education in Ghana. The results in Table 4.3 revealed that out of the total of 114 respondents who participated in the study, 33% representing 38

respondents acknowledged that Action-Aid support infrastructure development activities in their schools. This means that majority (67%) of the respondents who were basically actors in education delivery did not recognise the activities of Action-Aid that support infrastructure development in the selected basic schools in Tain District. The implication drawn from these results is that Action-Aid's activities on basic education were not adequately prioritised infrastructure development in the Tain District. A study conducted by Okyere-Kwakye (2013) revealed that facilities like furniture for pupil, urinal and toilet facilities and classroom blocks, were available but not adequate. However, computer laboratories, library books, staff common room and teachers' accommodation were unavailable. In contrast, in schools with Action-Aid support most of the classrooms were poorly furnished with old or broken doors and windows and some of the classrooms were without windows and doors. A study conducted by Quaicoo (2006) was an assessment of the Contribution of World Vision Ghana in Support of Basic Education in Rural Ghana: A Case study of the Twifo Hemang Lower Denkyira District. The study showed that WVG has not provided teachers accommodation in some communities. This study justifies the limited contribution of NGOs in basic education in some parts of Ghana which Tain District is not an exception.

4.3.2 Provision of Teaching and Learning Materials

Another relevant component on educational delivery that was assessed by the study is the provision of teaching and learning materials to schools. Teaching and learning materials are very critical resources that facilitate quality delivery of educational services by teachers. The daily delivery of teachers' task is so much influenced by the availability and adequacy of teaching and learning materials at schools. This study did assessment of the role of Action-Aid in supporting the

beneficiary schools with teaching and learning materials. Table 4.3 present results on the Action-Aid education support activities on the provision of teaching and learning materials. As indicated in the table, about 83% representing 94 respondents attested to the support role of Action-Aid in terms of providing the beneficiary schools with teaching and learning materials. Thus, significant recognition was given that provision of teaching and learning materials is among the education support activities of Action-Aid in the selected basic schools in Tain District. However, 17% representing 20 of the respondents did not indicate provision of teaching and learning materials as part of support activities of Action-Aid to basic education development in Tain District. These findings are supported by the argument of Yusuf (2009). In a study investigated the availability of human and material resources for the implementation of the new basic education curriculum in English language in Kaduna North LGEA of Kaduna State. The findings also revealed that there are sufficient supply of instructional materials (such as students' textbooks, teachers' guides, charts, slides, projectors, tapes, audio and video, CDs, DVDs) and facilities such as language laboratories, ICT and libraries in all the schools visited. As part of Bangladesh Education Sector Review, Groundwork Inc (2002) revealed that NGOs in Bangladesh have also contributed to the development of supplementary reading materials for the primary school children.

4.3.3 Curriculum Development and Capacity Development of Teachers

On the aspect of curriculum development, available literature identified it as another aspect that contributes to quality teaching and learning at schools. However, the results generated from the study showed that 100% of the responses rejected curriculum development as a support provided to the basic schools in Tain District by Action-Aid. This means that all the 114 respondents indicated that Action-Aid do not

support basic schools in Tain District with curriculum development. However, further results emanating from the study revealed that the capacity development of teachers is the dominant support activity that is provided by Action-Aid towards enhancing basic education in the Tain District. This results was supported by whooping (100%) responses from across all the actors who were identified as respondents in the study. This finding is contrary to that curriculum development. Hence, Action-Aid dominates in their support activities in terms of capacity development of teachers in the districts. This finding is similar to the revelation made by Ayele (2010), upon a study of the Impact Assessment of USAID Education Program in Ethiopia observed that many impacts of USAID's teacher education program (both pre- and in-service) can be found throughout the educational system. A paradigm shift has occurred in teacher training – moving from a more didactic to a more learner-centered approach such as school projects, inquiry learning, panel discussion, debates. New pedagogical models have been introduced that will enable teachers to acquire and develop appropriate pedagogical skills that are academically sound, child-friendly and gender sensitive.

4.3.4 Sensitization of School Communities

Aside capacity building of teachers, assessment of Action-Aid's role was extended to cover the aspect of sensitization of school communities. This literally takes the form of civil society capacity enhancement on their expected role as school communities towards enhancing quality teaching and learning at the basic schools in particular. In Table 4.3, results on Action-Aid's role in the sensitization of school communities are presented. As shown in the table, only 2.6% representing 3 respondents indicated that Action-Aid's activities include the sensitization of school

communities in the Tain District. The rest of the majority (97.4%) representing 111 respondents disagreed indicating that Action-Aid has no role in the sensitization of school communities in the Tain District. This implies that though basic education is tremendously supported by Action-Aid in Tain District, their role in sensitizing the school communities is very minimal. This was acknowledged by only a 2.6% of the responses. Issa (2005) in the concern to investigate the role and future of NGO's in Africa postulated that the core mandate of NGO's in Tanzania is enlightening the community of its operations, shared vision, core values and sensitizing the populace of educational development programmes. The absence of community sensitization programmes creates social exclusion and unwillingness to support the working relationships of local NGO's.

4.3.5 Provision of Basic School Needs for School Children

School basic needs for school children are another aspect that was addressed by the study. Basic needs such as school books, pens, pencils, school uniform among others are very germane to the quality of teaching and learning at the basic schools. As a result, this study collected data to assess the role of Action-Aid in the provision of basic school needs for school children in the Tain District. Results generated from data gathered from various actors in education delivery showed that about 62% representing 71 respondents acknowledged that Action-Aid has activities that support the provision of basic school needs in the selected schools in Tain District. Basic school needs such as school books, pens, pencils, mathematical set, school uniforms, etc. are among the resources that are mostly supposed to be provided by parents' to aid learning at schools. In the advent of NGOs in that support the educational sector, there appear to be numerous support options that are provided in support of teaching

and learning at the basic schools. This type of support was noted as; school books both reading and writing, sanitary materials, detergents, pens, pencils, etc. This support was premised on the assumption that they would contribute towards enhancing quality of basic education (Etsey et al. (2005).

Generally, it is worth indicating that basic education support activities of Action-Aid in Tain District include; infrastructure development, provision of teaching and learning materials, capacity development of teachers, and provision of basic school needs for school children and sensitization of school communities. However, whilst capacity development of teachers is rated dominant basic education support activity of Action-Aid; sensitization of school communities is the least support activity provided by Action-Aid to basic education in Tain District. Interestingly, the identified basic education support activities were indicated as having been provided solely by Action-Aid.

4.4 Research Question 2:

How do the education related activities of Action-Aid contribute to basic education in Tain District?

As part of the study, further assessment was done to find out the contribution of the identified support activities of Action-Aid to basic education delivery in Tain District. This assessment was done using a five point likert scale to rate the contributions.

4.4.1 Improved Performance of Basic School Children

Also, results of the study addressed the issue of students' performance at school. Data was gathered to assess the contribution of Action-Aid's education related

activities towards improving performances of students at the basic schools in Tain District. The results of the assessment are presented in Table 4.4.

Table 4.4: Contribution of Action-Aid to Improved Performances

Status of respondents	Improved performance of basic school children			Total
	Extremely Inadequate	None	Fairly adequate	
Staff of Metro-GES	4 15.4%	18 69.2%	4 15.4%	26 100.0%
Head teachers of Action-Aid supported Schools	0 .0%	25 100.0%	0 .0%	25 100.0%
SMC/PTA	1 4.0%	22 88.0%	2 8.0%	25 100.0%
Circuit Supervisors	16 64.0%	7 28.0%	2 8.0%	25 100.0%
Staff of Action-Aid	13 100.0%	0 .0%	0 .0%	13 100.0%
Total	34 29.8%	72 63.2%	8 7.0%	114 100.0%

Source: Field Survey, 2016

Table 4.4 is a cross tabulation showing results on how Action-Aid education support activities contribute to improved performances of basic school children. In terms of improved performance of basic school children, respondents who participated in the study were made to score the contribution of Action-Aid support activities. It is evident by the results of the study that majority of the respondents (72) representing 63% of the entire sample respondents indicate that the Action Aid had no contribution to the performance of school children.

Also, thirty-four (34) respondents representing 30% of entire sample were with the view that Action-Aid's contribution to performance of school children has brought extremely inadequate contribution on children's performance at the basic schools. Only seven (8) respondents representing 7% of sampled respondents

acknowledged that Action-Aid had made fairly adequate contribution that impacted on performances of basic school children in the studied schools in Tain District.

This result suggest that Action-Aid's support activities have rarely contributed to improved performance of basic school children despite the tremendous support they provide towards quality basic education in Tain District. This is further suggestive that the problem of poor performance in basic education in the Tain District has more to do with other social factors other than school resources, infrastructure and capacity need. In a study conducted by Bhunia (2012) about Assessment of School Infrastructure at Primary and Upper Primary Level. It was found out that, the problem of poor performance in basic education in the Buhad provinces has more to do with other social factors other than school resources, infrastructure and capacity need.

4.4.2 Infrastructural Development in Basic Schools

Another area of contribution assessed by the study is the aspect of infrastructure development in basic schools. The results on how Action-Aid support activities contribute to infrastructural development at the basic schools in Tain District are presented in Table 4.5.

Table 4.5: Contribution of Action-Aid Activities in Infrastructure Development

Status of respondents	Infrastructural development in basic schools			Total
	Extremely Inadequate	None	Very adequate	
Staff of Metro-GES	22 84.6%	2 7.7%	2 7.7%	26 100.0%
Head teachers of Action-Aid supported Schools	25 100.0%	0 .0%	0 .0%	25 100.0%
SMC/PTA	23 92.0%	1 4.0%	1 4.0%	25 100.0%
Circuit Supervisors	23 92.0%	1 4.0%	1 4.0%	25 100.0%
Staff of Action-Aid	13 100.0%	0 .0%	0 .0%	13 100.0%
Total	106 93.0%	4 3.5%	4 3.5%	114 100.0%

Source: Field Survey, 2016

The results in Table 4.5 showed the outcome of cross tabulation of support activities of Action-Aid school infrastructure development and how that has impacted the beneficiary schools infrastructure situation. According to the results of the study, majority of the responses (106) representing 93% of respondents indicated that the contribution of infrastructure facilities to improvement in infrastructure situation of the beneficiary basic schools in Tain District is extremely inadequate. Also, four (4) representing 3.5% of respondents indicated that Action-Aid support activities had contributed nothing to infrastructure development at the studied schools. Whereas four (4) representing about 3.5% of the respondents revealed that infrastructure provision of Action-Aid to beneficiary basic schools is very adequate and same number of respondents felt that there was no contribution of the infrastructure provision as far as the situation of infrastructure is concerned. This finding goes to corroborate a study that was conducted in Belgium Region of Flanders by Cuyvers *et al.* (2011) and found that the importance of school infrastructure on the well-being of students in the Belgian region of Flanders was indispensable and that it contributes to quality teaching and learning at schools. This study further corroborates the earlier

works of Asikhia (2010) who revealed that the quality of physical school infrastructure is positively related to student performance.

4.4.3 Provision of Teaching and Learning Materials

In addition, teaching and learning materials is yet another area of support that was addressed by the study. Teaching and materials is very germane to the quality educational service delivery at schools. During teaching, teachers require the teaching and learning materials to effectively deliver their lessons to the pupils. Results on the Action-Aid's support on availability of teaching and learning materials in the selected schools are presented in Table 4.6.

Table 4.6: Contribution of Action-Aid Activities in provision of teaching and learning materials

Status of respondents	Provision of teaching & learning materials				Total
	Extremely inadequate	None	Fairly adequate	Very adequate	
Staff of Metro-GES	2 7.7%	11 42.3%	12 46.2%	1 3.8%	26 100.0%
Head teachers of Action-Aid supported Schools	0 .0%	1 4.0%	24 96.0%	0 .0%	25 100.0%
SMC/PTA	1 4.0%	20 80.0%	4 16.0%	0 .0%	25 100.0%
Circuit Supervisors	1 4.0%	6 24.0%	18 72.0%	0 .0%	25 100.0%
Staff of Action-Aid	0 .0%	0 .0%	13 100.0%	0 .0%	13 100.0%
Total	4 3.5%	38 33.3%	71 62.3%	1 .9%	114 100.0%

Source: Field Survey, 2016

Table 4.6 is a cross tabulation showing the results on the contribution of Action-Aid support activities on provision of teaching and learning materials relative to the extent to which that has brought about improvement in the situation of teaching and learning at the basic schools in Tain District. The study revealed that the Action-Aid support activities have made fairly adequate contribution to quality basic education delivery in Tain District. The descriptive statistical results contained in Table 4.6 showed that majority of respondents (71) representing about 62% acknowledged that on the average, the contribution of Action-Aid activities to the provision of quality teaching and learning is fairly adequate. Whereas 38 (33%) of respondents felt that such support activities in terms of availability and adequacy of teaching and learning materials had no contribution. Only 4 (3%) of the respondents had the view that Action-Aid's contribution was extremely inadequate to effect any impact on the availability and adequacy of teaching and learning materials; and only 1% rated the contribution as very adequate. The implication of this finding is that the selected basic schools have witnessed and felt the contribution of Action-Aid in the provision of teaching and learning materials to support delivery of basic education in Tain District. Meanwhile, 82% (94) respondents acknowledged that they received support on teaching and learning materials from Action-Aid, except 18% of the respondents.

This finding is similar to the revelation made by Zwalchir (2008), upon a study of determinants of quality appropriate education indicated that even though human resource is very central to the success of education delivery, availability of teaching and learning materials are equally indispensable. Thus, school teachers require the appropriate quality materials to facilitate effective and efficient imparting of knowledge to the school children. This finding still goes to add up to the thinking

that the search for solution to abysmal performances at basic schools should be widened further in order to arrest the decadence in educational performances in Tain District especially at the basic schools.

4.4.4 Capacity Building of Teachers

Furthermore, capacity building of teachers in basic schools was earlier in this study revealed as the most supported activity of Action-Aid in their bid to enhance quality basic education in the Tain District. The results of assessment on the contribution of Action-Aid activities to the capacity building of teachers at basic schools in Tain District are presented in Table 4.7.

Table 4.7: Contribution of Action-Aid Activities in Capacity building of teachers

Status of respondents	Capacity building of teachers in basic schools			Total
	None	Fairly adequate	Very adequate	
Staff of Metro-GES	4 15.4%	18 69.2%	4 15.4%	26 100.0%
Head teachers of Action-Aid supported Schools	0 .0%	24 96.0%	1 4.0%	25 100.0%
SMC/PTA	1 4.0%	23 92.0%	1 4.0%	25 100.0%
Circuit Supervisors	2 8.0%	21 84.0%	2 8.0%	25 100.0%
Staff of Action-Aid	0 .0%	13 100.0%	0 .0%	13 100.0%
Total	7 6.1%	99 86.8%	8 7.0%	114 100.0%

Source: Field Survey, 2016

Table 4.7 contains results on contribution of Action-Aid activities on capacity building of teachers in the selected basic schools in Tain. According to the study, Action-Aid has contributed significantly on the capacity building of teachers in the

selected schools. As shown by the results in Table 4.7; ninety-nine (99) representing 87% of the respondents revealed that the capacity building activities of Action have fairly contributed to the teaching capacities of teachers. Also, Eight (8) representing 7% of respondents also felt that Action-Aid capacity building activities have very adequately to the teachers teaching capacities. However, Seven (7) representing 6% of respondents responded contrary indicating that the Action-Aids' activities had not contributed to enhancing the teaching capacities of teachers in the studied basic schools. The implication drawn from these findings is that the capacity development activities of Action-Aid has positively contributed to enhance the capacities of teachers in the studied basic schools in Tain District. This finding is in line with the finding of Gyamfi (2010) who found out that NGOs in education in Sub-Saharan Africa invest heavily in capacity building of teachers through regular in-service training, seminars, symposia and projects which is meant to reactivate, reinvigorate, reanimate or restore the old teacher back to life as far as academic and professional competence is concerned. It makes teachers abreast with the modern trends in methodology, techniques and skills. It enables teachers to gain confidence and expertise when promoted to new job.

4.4.5 Strengthening School Governance

Finally, school governance is yet another variable that was used as a measure of contribution of Action-Aid support activities in basic education delivery in the Tain District. The results on the measure of contribution of Action-Aid activities to school governance in the selected basic schools in Tain District are presented in Table 4.8.

Table 4.8: Cross Tabulation of Status of respondents and School Governance

Status of respondents	Strengthen school governance through network of			Total
	PTA/SMCs			
	None	Fairly adequate	Very adequate	
Staff of Metro-GES	4 15.4%	10 38.5%	12 46.2%	26 100.0%
Head teachers of Action-Aid supported Schools	0 .0%	1 4.0%	24 96.0%	25 100.0%
SMC/PTA	1 4.0%	4 16.0%	20 80.0%	25 100.0%
Circuit Supervisors	2 8.0%	19 76.0%	4 16.0%	25 100.0%
Staff of Action-Aid	0 .0%	13 100.0%	0 .0%	13 100.0%
Total	7 6.1%	47 41.2%	60 52.6%	114 100.0%

Source: Field Survey, 2016

As shown by the study results in Table 4.8 about forty-seven (47) respondents representing 41% indicated that Action-Aid activities have contributed to strengthening of school governance in the selected schools. Even though the proportion of respondents is less than half of the total respondents, the proportion of responses is however not negligible. This means that Action-Aid has fairly contributed towards strengthening the school governance through network of PTAs/SMCs. Majority of respondents (60) representing about 53% of the total respondents acknowledged that Action-Aid has contributed very adequately towards strengthening school governance, except Seven (7) representing 6% of respondents who felt that there was no contribution resulting from the Action-Aid intervention. Analyse of these results shows that an aggregate of 94% of the entire respondents acknowledged the contribution of Action-Aid to strengthened school governance among studied Action-Aid support schools in the Tain District. In a study conducted by Fielmua (2012) on the role of Action-Aid Ghana in basic education delivery in

Nadowli District, it was found out that, Action-Aid training of PTAs and SMCs Executives was basically on their core functions has enlightened them on their functions to mobilize community members for sensitization on issues affecting enrolment and school improvement planning.

Generally, the contribution of Action-Aid support activities to quality basic education in Tain District is fairly adequate as per the likert scale ratings. The result averagely showed that the identified support activities of Action-Aid have contributed to improved quality teaching and learning, enhanced availability of teaching and learning materials contribute to capacities of teachers at the supported basic schools. However, the study revealed extreme inadequacies in terms of their contributions to improved performances of school children at the basic schools, inadequate infrastructure development and as well as strengthening school governance.

4.5 Assessment of Significant Changes in Basic Education

Upon identification of Action-Aid support services and their contribution to basic education, the study further made respondents who were the major actors in basic education delivery to indicate the changes that are significant and are attributable to the support activities of Action-Aid Ghana in the Tain District using the same likert scale. The results generated from that assessment are presented in Table 4.9.

Table 4.9: Significant Changes of Basic Education Situation

Variables for Assessment	N	Mean
Significant positive changes in infrastructure situation	114	3.11
Improved quality of teaching and learning	114	2.97
Performance of school children	114	2.74
Adequacy of teaching & learning materials	114	3.23
Enhanced skills of teachers	114	4.04
School governance	114	4.15
Valid N (listwise)	114	

Source: Field Survey, 2016

Results in Table 4.9 reflect the assessment of the major actors who were sampled for the study as respondents. As earlier indicated, the mean values represent the average scores on each of the variables for assessing significant changes that result from the contributions of Action-Aid to basic education delivery in Tain District.

Interestingly, the outstanding changes acknowledged by the respondents are the enhanced skills of teachers through capacity development programmes of Action-Aid and school governance in their support schools in the Tain District. This was supported by the average mean values of 4.04 and 4.15 respectively indicating that the outstanding contribution of Action Aid to basic education in Tain District is fairly adequate in terms of enhancing the capacity of teachers and school governance. The implication of this is that despite the fact that the support activities of Action-Aid has contributed fairly adequate to basic education in the district in this regard, the reverse was the case in terms of infrastructure situation, quality teaching and learning, performance of school children and adequacy of teaching and learning materials.

4.6 Challenges Limiting the Efforts of Action-Aid Support to Basic Education Delivery

As part of the study, information was gathered on challenges that limit Action-Aid's support to basic education delivery in Tain District. Responses addressing the types of challenges that limit Action-Aid's support to basic education were qualitatively generated during the survey from stakeholders involved in basic education delivery in the metropolis. The results on types of challenges from the stakeholders are presented.

4.6.1 Challenges Identified by Stakeholders

These challenges were identified, coded and analyzed whose results are presented in Table 4.10.

Table 4.10: Challenges that limit the efforts of Action-Aid in contributing to basic education delivery in Tain District

Challenges Limiting Action-Aid's Support to Basic Education Delivery	Frequency	Percent (%)
Lack of Continuity of Action-Aid support	63	55.3
Poor commitment from school community	23	20.2
Ineffective SMC/PTA role in school development	18	15.8
Sustainability of support interventions made by Action-Aid	10	8.8
Total	114	100.0

Source: Field Survey, 2016

In addressing the types of challenges that limit Action-Aid's support to basic education in Tain District, the actors involved in basic education delivery were tasked to offer their views on what they think are the challenges associated with the Action-Aid's support to basic education delivery. The results in Table 4.10 shows that sixty-

three (63) representing 55.3% of the total sampled respondents indicated lack of continuity of Action Aid support to basic education delivery as a major challenge. According to these category of respondents, Action-Aid implements projects that are time bound and that alone leaves project at the exit stage. In a study conducted by Gyamfi (2010), some of the NGOs in their own view expressed disappointment in the delay of releasing external funds to support locally initiated on-going projects. This is mostly in the area of pre-financing of projects by local NGOs. Also, respondents mentioned poor commitment from school communities as a challenge that limits the impact of Action-Aid's interventions at the schools. This challenge was identified by Twenty-three (23) representing 20.2% of the respondents of the study. Some of the support interventions require continuous role of the school communities and once they neglect their role, it tends to mitigate the amount of impacts of such interventions. The element of community involvement and contribution is still new to some communities. Besides, community participation and engagement is essential components in social mobilization, it must involve local communities in the design and implementation of the project to ensure community involvement and ownership. Thus, it will take time to awaken communities on the worthiness of the bottom-up approaches (Quaicoo, 2006).

Furthermore, Eighteen (18), thus, 15.8% of the respondents acknowledged ineffective School Management Committees (SMCs) and Parents Teachers Associations (PTAs) as yet another challenge that limit the interventions of Action-Aid especially to basic education delivery in the district.

Finally, sustainability of support interventions made by Action-Aid towards basic education delivery also came up strongly as a major challenge. This factor was indicated by Ten (10) representing 8.8% of the entire sampled respondents who

participated in the study. Fielmua (2012) conducted a study into the role of local NGO's in Basic Education in the Nadowli District. The study showed that Sustainability has always been a key principle in SIDSEC interventions. In this regard, a number of measures have been identified and incorporated into its operations. SIDSEC believes in community ownership of the development process and therefore adopts a demand driven approach in service delivery. This implies that the project beneficiaries take the lead, with SIDSEC facilitating the process. To ensure sustainability, SIDSEC adopts an empowering approach in its development interventions in all the beneficiary communities. Priority is given to skills transfer to local community based structures, such as the PTAs, SMCs, and Economic Groups. This invariably equips the members of the local community with the required stock of knowledge, technical skills and desirable attitudes and motivation to sustain the development interventions of SIDSEC. It is interesting to note that the identified challenges contained in Table 4.10 are views of stakeholders who are involved in basic education delivery.

4.7 Research Question 3:

What are the limitations of Action-Aid in their activities towards contributing to Basic Education in the Tain District?

4.7.1 Challenges Identified by Staff of Action-Aid

In addition to the views of stakeholders involved in basic education delivery, further qualitative information was gathered from the staff of Action. The results in this context entirely qualitative gathered through face-to-face interviews using an interview guide. The researcher studied the field notes, reduced the tapes into transcripts and carefully read through them. This was done to look for themes and

similar ideas or responses to the questions posed. Where necessary, the verbatim expressions of the respondents were used within the thematic context of the discussion. Presented below are the challenges acknowledged by staff of Action-Aid in terms of their support interventions on basic education delivery in the district.

4.7.2 Improve Performance of Basic School Children

From the analysis of the interview results, it was a general opinion of the staff of Action-Aid that Action-Aid's contribution to children's performance at the basic schools in Tain District is extremely inadequate. A staff commented that:

We have made significant breakthroughs in basic education in the Tain District. Action-Aid has contributed to improved quality teaching and learning, enhanced availability of teaching and learning materials, enhances capacities of teachers at the supported basic schools but however, there are extreme inadequacies in terms of our contributions to improved performances of school children at the basic schools. The poor involvement of education governance structures and parents in supervision of teaching and learning has affected the performances of several batches of students at basic schools in Tain District. As partners in development of students performance we hardly control, monitor and supervise school management and administration.

Another remarked that

The implication of this is that despite the fact that the support activities of Action-Aid has contributed fairly adequate to basic education in the district, the interventions are inadequate to effect significant changes in the situation of basic education in the Tain District. It is as a result of lack of supervision of teachers gives the teachers ample room to do as they please by compromising

the time and contact hours for students. Action-Aid does not control the management of teachers and instruction.

In a study conducted by Etsey et al., (2005), it was revealed that when circuit supervisors are regular in schools for their monitoring and supervision, it occasions teacher alertness and more regular and early in school attendance. They inspect students' exercises, teachers' work output and Head teacher's evidence of routine supervision of teaching and learning.

4.7.3 Infrastructural Development in Basic Schools

It was revealed by the staff of Action-Aid that there were many concerns about minor repairs, low-cost, poor management and high technology requirements by Action-Aid for infrastructural development.

During the interview with the Staff of Action-Aid, one remarked that:

Many of the schools within the action aid intervention are well over one fifty years old. Due to neglect, poor management and cost cutting, many of these buildings are falling apart and action aid is giving it urgent attention. The ultimate problem is that technological advances are making demands that school buildings, libraries cannot meet. For example, installation of adequate wiring for computers and insufficient phone lines of internet connections which entail major construction cost.

Additionally another staff remarked that:

Campus minor repair is an example. It was a constant challenge for Action-Aid to effectively guide communities to comply with the low-cost, low technology requirements by Action-Aid for minor repairs. Local aspirations were for Action-Aid to become an infrastructure project. Communities rarely

gave priority to the idea of locally-managed repairs on schools as a vehicle for improved basic education.

This issue of high degree of uncertainty was of great concern to the staff of Action-Aid as a threat to contribute their quota towards infrastructure development. During the interview with the staff, one of them lamented that:

Action-Aid in the study area work with a high degree of uncertainty and inadequacy of external funding because the commitment and support in terms of funding are not stable. In fact....this uncertainty decrease the extent to which staff engage beneficiaries for fear of change in donor policy that will not allow resources to cover areas where interventions had been initiated. Though we accept donor funds in relation to our core mandate, they are often challenged by the rigid nature of donor requirements and most cases inadequate funding that do not allow flexibility in the implementation of our interventions. 'In real sense, there is lack of continuity of projects as a results of delay in the release of funds from our partners.

One other staff had this to say:

Inadequacy of external funding and poor commitment on the parts of beneficiaries is increasingly. Another major challenge that affects interventions of Action-Aid in infrastructural development. In fact, it is very disappointing to budget for a project taking into consideration communities' contributions just to realize that the communities are not fulfilling their part of what they had already agreed on. Sometimes they ask for the communities' contribution to encourage community participation, build a sense of ownership of the communities and to promote sustainability of their activities. You know this idea is noble and well accepted worldwide and it should not be

seen as efforts of Action-Aid to put unnecessary pressure on the communities.

Some of these communities make our work difficult and it is very bad.

Given the dominance of the public sector and the traditional functions of public sector prior to 1980s, the in-built attitude among citizens is that the government is still the provider of all services for free. The element of community involvement and contribution is still new to some communities. Thus it will take time to awaken communities on the worthiness of the bottom-up approaches. (Quaicoo, 2006).

A staff explained that:

Lack of funds to support infrastructural development has thwarted our commitment to support basic education in the district. In line with our effort towards eliminating schools under trees over the medium-term, the total number of projects under construction in most of our intervention schools such as 3 boreholes, 9 gender-friendly lavatories and 5 urinals could not be completed in communities like Kyekyewere, Bepoase, Menji. We continued with the rehabilitation and refurbishment of libraries in selected junior high schools within our intervention zones in the district. Three teacher bungalows in 7 intervention schools were not completed and handed over to the schools as a result of lack of external funding.

When NGOs in education development are in a state of dependence, their ability to make infrastructural development programme decisions and ensure that the right programmes are pursued for beneficiaries, is limited. Reliance on external funding is leading to external partner organisations controlling the agenda of the local NGOs. As result there is the problem of lack of long term community commitment and project funding (Gyamfi, 2010).

4.7.4 Provision of Teaching and Learning Materials

The study revealed that Action-Aid greatest challenge in its efforts to adequately provide teaching and learning materials is due to poor maintenance culture on the part of beneficiary schools. One staff commented that:

Action Aid has also supplied schools with teaching and learning materials including exercise books, text books, library books, playing equipment, cupboards and furniture but due to poor maintenance, the teaching and learning could not be sustained.

Another staff also made the following comment that:

Due to poor maintenance many tables have broken down resulting in pressure on the existing ones. The average dual desk to pupils is in the ratio 1:2.5, that is, 1 dual desk to 2.5 pupils. The ratio of dual desk to pupils is 1:4 and 1:3 in Bepoase Primary and Badu respectively. This has resulted in overcrowding in classrooms. Schools with adequate furniture are Hani, Menji and Yabraso. The furniture situation at the JHS level is even worse because teachers have not been able to control the proper use of furniture and the broken one's have not been repaired by school management. Efforts have not been made to use the capitation grants for maintenance of furniture.

During the interview with the Education Coordinator, She remarked that:

In some schools once a facility requires maintenance; the school administrators normally wait for Action-Aid to come and repair it. In some schools kitchen facilities supported by Action-Aid were not in use (no lunch services) for reasons that parents were not able to contribute money for buying food. The process of involvement and ownership seemed not to exist among school administrators and managers.

It is also important to note that despite PEDP efforts and commitments of supplying large number of desks in primary schools, it was observed that desks were not adequate in most schools without Plan International support. In addition, most desks were either broken down as a result of poor workmanship or lack of maintenance. As for findings in schools with Plan International support, results indicate that quality of Plan International supported desks was better than in schools without Plan International support in terms of the raw materials used. Results also suggest that schools have no culture of maintaining the available facilities despite availability of capitation grants (Madale, 2006).

4.7.5 Capacity Building of Teachers

Despite a long list of achievements recorded in terms of capacity building of teachers in the study areas in connection to Action-Aid support, a number of challenges were recorded. The head of training and advocacy at Action-Aid also made the following comment that:

Poor delivery of lessons by untrained teachers who reported after Action-Aid training have difficulty in delivery in class. Moreover, methodology and knowledge of newly introduced subjects such as phonics, Information Communication Technology (ICT) and Creative Arts remain a challenge.

One other staff during the interview mentioned that:

During most of our interactions and evaluation of training programmes...the participated teachers indicated that the training in methodology for the various subjects was inadequate. Most of the teachers were newly-qualified teachers from the Colleges of Education, who lack classroom pedagogy. The principal reason for this was that Action-Aid training concentrated more on content instead of methodology. The pedagogical knowledge of most subjects

especially English Language, Mathematics and ICT is lacking. Teachers have to feel part of the programmes so methods like brainstorming, projects and discussion will be useful.

Another staff from focus group commented:

The content of our training programmes are valueless. One reason is that the contents of the courses have no bearing on their work so something has to be done about them.

This finding is similar to the revelation made by Ayele (2010), upon a study of the Impact Assessment of USAID Education Program in Ethiopia observed that many impacts of USAID's teacher education program (both pre- and in-service) can be found throughout the educational system. A paradigm shift has occurred in teacher training – moving from a more didactic to a more learner-centered approach such as school projects, inquiry learning, panel discussion, debates. New pedagogical models have been introduced that will have an impact on students' performance and future generations.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The chapter represents the summary of findings, conclusion and recommendations drawn from the findings of this empirical study. It attempts to summarize the types of activities of Action-Aid that supports basic education, the contribution of Action-Aid that supports basic education, limitations of Action-Aid in their activities towards contributing to basic education and make recommendations on quality of education at the basic level.

5.2 Summary of Findings

5.2.1 Basic Education Support Activities of Action Aid

The study revealed basic education support activities of Action-Aid in Tain District to include; infrastructure development, provision of teaching and learning materials, capacity development of teachers, and provision of basic school needs for school children and sensitization of school communities.

5.2.2 Infrastructure Development

Data gathered from Action-Aid supported schools, their school communities, Ghana Education Service and staff of Action-Aid to establish the types of support they provide towards enhancing basic education in Tain District, 33% of respondents acknowledged that Action-Aid support infrastructure development activities in their schools whiles an overwhelming majority 67% of the respondents who were basically actors in education delivery did not recognise the activities of Action-Aid that support infrastructure development in the selected basic schools in Tain District.

5.2.3 Provision of Teaching and Learning Materials

On respondents views on role of Action-Aid in supporting the beneficiary schools with teaching and learning materials, 83% of them attested to the support role of Action-Aid in terms of providing the beneficiary schools with teaching and learning materials. However, 17% of the respondents did not indicate provision of teaching and learning materials as part of support activities of Action-Aid to basic education development in Tain District.

5.2.4 Curriculum Development and Capacity Development of Teachers

On the aspect of curriculum development, 100% of the responses rejected curriculum development as a support provided to the basic schools in Tain District by Action-Aid, whilst whooping 100% responses from across all the actors who were identified as respondents in the study revealed that capacity development of teachers is the dominant support activity that is provided by Action-Aid towards enhancing basic education in the Tain District.

5.2.5 Sensitization of School Communities

On respondents views in the form of civil society capacity enhancement on their expected role as school communities towards enhancing quality teaching and learning at the basic schools in particular, only 2.6% respondents indicated that Action-Aid's activities include the sensitization of school communities in the Tain District. The rest of the majority 97.4% respondents disagreed indicating that Action-Aid has no role in the sensitization of school communities in the Tain District.

5.2.6 Provision of Basic School Needs for School Children

Majority 62% of respondents acknowledged that Action-Aid has activities that support the provision of basic school needs in the selected schools in Tain District. However, 38% of the respondents did not indicate basic school needs as part of support activities of Action-Aid to basic education development in Tain District.

5.3 Contribution of Action Aid Support Activities

Also, the contribution of Action-Aid support activities to quality basic education in Tain District is fairly adequate as per the likert scale ratings. The study revealed basic education support activities of Action-Aid in Tain District to include; infrastructure development, provision of teaching and learning materials, capacity development of teachers, and provision of basic school needs for school children and sensitization of school communities. However, whilst capacity development of teachers is rated dominant basic education support activity of Action-Aid; sensitization of school communities is the least support activity provided by Action-Aid to basic education in Tain District. Interestingly, the identified basic education support activities were indicated as having been provided solely by Action-Aid.

5.4 Limitations of Action-Aid in their Activities towards Contributing to Basic Education in the Tain District

The third research question explored limitations of Action-Aid in their activities towards contributing to improved performance of basic school children. Several factors emerged from the study. The lack of continuity of projects is a major challenge of NGOs interventions including Action-Aid. Inadequacy of funding is yet

another major challenge of Action-Aid. Poor commitment on the part of beneficiaries is increasingly another challenge that affects interventions of Action-Aid.

The interviewees were of the view that the problem of poor performance in basic education in the Tain District has more to do with other social and cultural factors other than school resources, infrastructure and capacity need. It was discovered from the study that, monitoring mechanisms put in place by the Education Directorate concerning the performance of students were inadequate. All these as discovered in the study may influence performance negatively. The end results may be poor academic performance in the Basic Education Certificate Examination (BECE).

5.5 Conclusion

It is worth reflecting that the study was aimed at assessing the contribution of activities of Action Aid Ghana (AAG) to Basic Education in the Tain District. The study revealed that; infrastructure development, provision of teaching and learning materials, capacity development of teachers, and provision of basic school needs for school children and sensitization of school communities. However, these contributions are not adequate to generate significant changes into the appalling situation of basic education in Tain District notwithstanding the enhanced capacity of teachers in the Action-Aid support schools in the metropolis.

The findings underscore the need for interventions that are tailored towards quality basic education to be widened such that the increasing abysmal performances could be mitigated. More so, the significant changes acknowledged by the respondents are the enhanced skills of teachers through capacity development of Action-Aid in their support schools in the Tain District. The implication of this is that

despite the fact that the support activities of Action-Aid has contributed fairly adequately to basic education in the metropolis, the interventions are inadequate to effect significant changes in the situation of basic education in the Tain District.

Secondly, the study further revealed that social and other cultural, religious ethics, practices and values have long been noted for its effects in contemporary Ghana especially the in the Tain District.

It was discovered from the study that, monitoring mechanisms put in place by the Tain Education Directorate concerning the performance of student were inadequate. More effort should be put in place to increase supervision as it promotes performance.

Inadequacy of external funding is yet another major challenge of Action-Aid. Poor maintenance culture on the part of beneficiary schools is increasingly another challenge that affects interventions of Action-Aid. Poor delivery of lessons by untrained teachers who reported after Action-Aid training have difficulty in delivery in class and training in methodology for the various subjects was inadequate.

5.6 Recommendations of the Study

This section presents the recommendations that were drawn from the findings.

1. Interventions targeted at addressing infrastructural problems of basic education should have long- term vision that strategically lay out sustainable activities at causing a change in the way things are done. Action Aid International Ghana should therefore dialogue with relevant bodies such as the Ministry of Education, GES and the District Assemblies to increase and make regular budgetary support to complement their effort in infrastructural development.

2. Another finding as perceived by the various stakeholders in the communities that Action-Aid had not done enough in improving performance of pupils at the basic schools. The Supervision and Monitoring department of the Education Directorate should be continued and circuit supervisors should be more regular as usual in the schools. Regular visits to the schools would continue to motivate the teachers to be more regular and early in school. Also, students would be challenged the more, to change their attitude towards school when they realize that supervisors are regular in the schools and that, teachers are also present and always punctual. Furthermore, this would increase contact hours to enable teachers to complete the content of the teaching syllabus to avoid backlog and its spillover effects.
3. In-service training for teachers in content and training methodology has not been adequate. This tends to affect teachers' mastery of subject matter they teach as well as the methods they use. In this regard, it is recommended to Action Aid to make in-service training in content and methodology one of its priorities.
4. In terms of supplying teaching and learning materials, Action-Aid in Tain District needs to strengthen its networking with other institutions especially Ghana Education Service to supply adequate teaching and learning materials as well as other study materials to help enhance teaching and learning to raise the academic standards of students.
5. Community role is very dormant in the work of NGOs in Ghana. This affects the impact of interventions of which education is no exception. Hence, there is the need for active responsibility of society alongside NGOs towards enhancing quality basic education in Tain District

5.7 Recommendations for Future Research

The following areas should be investigated to enrich the field on the impact of NGOs activities in basic education delivery.

1. A qualitative research on the effects of cultural practices on students' performance can highlights the reasons for such poor performance.
2. Advancing the frontiers of NGOs financing in rural Ghana.
3. The impact of infrastructure in promoting quality basic education.
4. The impact of teacher in-service training and their professional development needs.



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APPENDIX A

INTRODUCTORY LETTER



UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

DEPARTMENT OF EDUCATIONAL LEADERSHIP

P. O. Box 1277
Kumasi

May 24, 2016

TO WHOM IT MAY CONCERN

**LETTER OF INTRODUCTION: EYEMANTSE, ADU-BAFFOR,
INDEX NO: T14179862**

This is to confirm that Eyemantse Adu-Baffor is an NA student pursuing a programme in Educational Leadership at the Department.

Eyemantse is currently engaged in a research on "*The Impact of NUO's Activities in Basic Education Delivery in Two Districts: A Case Study of Asokwadzi Ghana*" as part of the requirements for the award of Master of Arts Degree.

We should appreciate any courtesies that you could extend to him as he gathers data for writing the Project Work.

Thank you.

A handwritten signature in black ink, appearing to read 'Francis K. Sam'.

REV. FR. DR. FRANCIS K. SAM
Head of Department

APPENDIX B
SURVEY QUESTIONNAIRES

DEPARTMENT OF EDUCATIONAL LEADERSHIP
COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

Topic: The impact of NGO's activities in Basic Education delivery in Tain

District: A case of Action-Aid.

Dear Respondent,

I am a Master of Arts student from the Department of Educational Leadership, University of Education, Winneba. I am in final year of my Masters' programme and as required by the faculty, I am to submit a research work in partial fulfillment of a requirement to be awarded with a Degree Certificate of Master of Arts in Educational Leadership. As a result, I am conducting a research on the above topic. The objective of this research is to investigate the contributions of Action Aid Ghana in Basic Education delivery using Tain District as a study area. It is for this reason that this thesis seek to 'Evaluate Development Interventions by Action-Aid Ghana and their Sustainable Educational Programs in the Tain District. This survey is meant for academic purposes, it has no linkage with any political party or government.

The survey is absolutely confidential. Any information provided would therefore be treated as strictly confidential. I therefore wish to state categorically that the anonymity of responses and respondents will be guaranteed. Based on your confidentiality, I will not ask of your name or your house number or address. Besides, your involvement in this exercise is completely based on volunteering and there is no punishment or reward. You reserve the sole right to withdraw at any point or better still you could also be selective in your responses. It is my firm belief that you will take time off your schedules to respond to this questionnaire.

Thank you.

SECTION A: BACKGROUND OF RESPONDENTS

1. Age of respondents': a. 30yrs & below { } b. 31-40yrs { }
c. 41-50yrs { } d. 51-60yrs { } e. 61yrs + { }.
2. Sex of respondents: a. Male { } b. Female { }
3. Marital Status of employees a. Married { } b. Single { } c. Divorce { }
d. Widowed { } e. Separated { }
4. Status of respondent:
a. Staff of Action Aid { }, b. Staff of GES { }, c. Staff of DA { },
d. PTA/SMC { }, e. Others { }.
5. Status of education: a. Formal Education { }, b. Non-formal education { }, c.
Arabic education { }, d. No education { }.

**SECTION B: BASIC EDUCATION SUPPORT ACTIVITIES OF ACTION-AID
GHANA**

6. Which of the following are basic education support activities of Action-Aid Ghana? *(Please, tick multiple answers where applicable)*
 - a. Infrastructure development
 - b. Provision of teaching and learning materials
 - c. Curriculum development
 - d. Capacity development of teachers
 - e. Sensitization of school communities
 - f. Provision of basic school needs for school children
 - g. Others (specify).....
7. Are these activities solely implemented by Action-Aid Ghana in your school?
 - a. Yes { }, b. No { }.

8. If no, which other organizations undertook these activities in your school?

9. What are the main activities of Action-Aid Ghana implemented in your school?

SECTION C: CONTRIBUTION OF ACTIVITIES OF ACTION-AID GHANA

10. To what extent do you agree with Action-Aid's Ghana contribution to basic education delivery in Tain District contained in the table below? Please rate using a scale of 1 to 5: where 5='very adequate', 4='fairly adequate', 3='None', 1= extremely inadequate and 2='inadequate'. Please tick [✓] in the score that best reflects your response.

Contribution of Action-Aid to basic education delivery	Score				
	1	2	3	4	5
Increased enrolment & retention in schools.					
Improved quality teaching and learning in basic schools.					
Improved performance of basic school children.					
Infrastructural development in basic schools.					
Provision of teaching and learning materials.					
Capacity building of teachers in basic schools.					
Strengthening school governance through network of PTAs/SMCs.					
Others (specify).....					

11. To what extent do you agree that Action-Aid Ghana has made significant positive changes on following aspects of basic education contained in the table below? Please rate using a scale of 1 to 5: where 5='very adequate', 4='fairly adequate', 3='None', 2= extremely inadequate and 1='inadequate'.

Please tick [✓] in the score that best reflects your response.

Variables for Measuring Significant Changes	Score				
	1	2	3	4	5
Infrastructure situation.					
Quality of teaching and learning.					
Performances of school children.					
Adequacy of teaching and learning materials.					
Enhanced skills of teachers.					
School governance.					
Others (specify).....					

12. What are the evidences to support your responses to issues in the above table?

(Please, provide statistics and summary description where necessary).

**SECTION D: CHALLENGES OF ACTION AID IN CONTRIBUTING TO
BASIC EDUCATION**

13. What are the challenges that limit the efforts of Action-Aid Ghana in contributing to basic education delivery in Tain District?

14. What do you think can be done to enhance the contribution of NGOs like action to better impact on basic education delivery in Tain District?

Thank you.

APPENDIX C: INSTITUTIONAL INTERVIEW GUIDE

This is a structured interview guide for a research on “The impact of NGOs activities in Basic Education delivery in Tain District: A case study of Tain District”. The study is in partial fulfillment of a requirement for the award of a Master of Arts Degree in Educational Leadership. I would be very grateful if you could grant audience to these questions for me. This is solely for academic purpose and your response will be treated with the utmost confidentiality and anonymity.

1. What are the types of activities of Action-Aid that supports basic education in Tain District? (*probe: types of activities with reference to; improved performance of basic school children, infrastructure, teaching and learning materials, capacity building*).
2. How do the education related activities of Action-Aid contribute to basic education in Tain District? (*probe: types of contributions and impact of contributions with reference to improved performances of basic school children, infrastructure, teaching and learning materials, capacity building*).
3. What are the limitations of Action-Aid in their activities towards contributing to Basic Education in the Tain District? (*probe: types of challenges with reference to improved performances of basic school children, infrastructure, teaching and learning materials, capacity building*).
4. What are your suggestions to enhance NGOs contribution to education at the Basic level in Tain District? (*probe: recommendations; i.e. improved performance of basic school children, infrastructure, teaching and learning materials, capacity building*).

Thank you.